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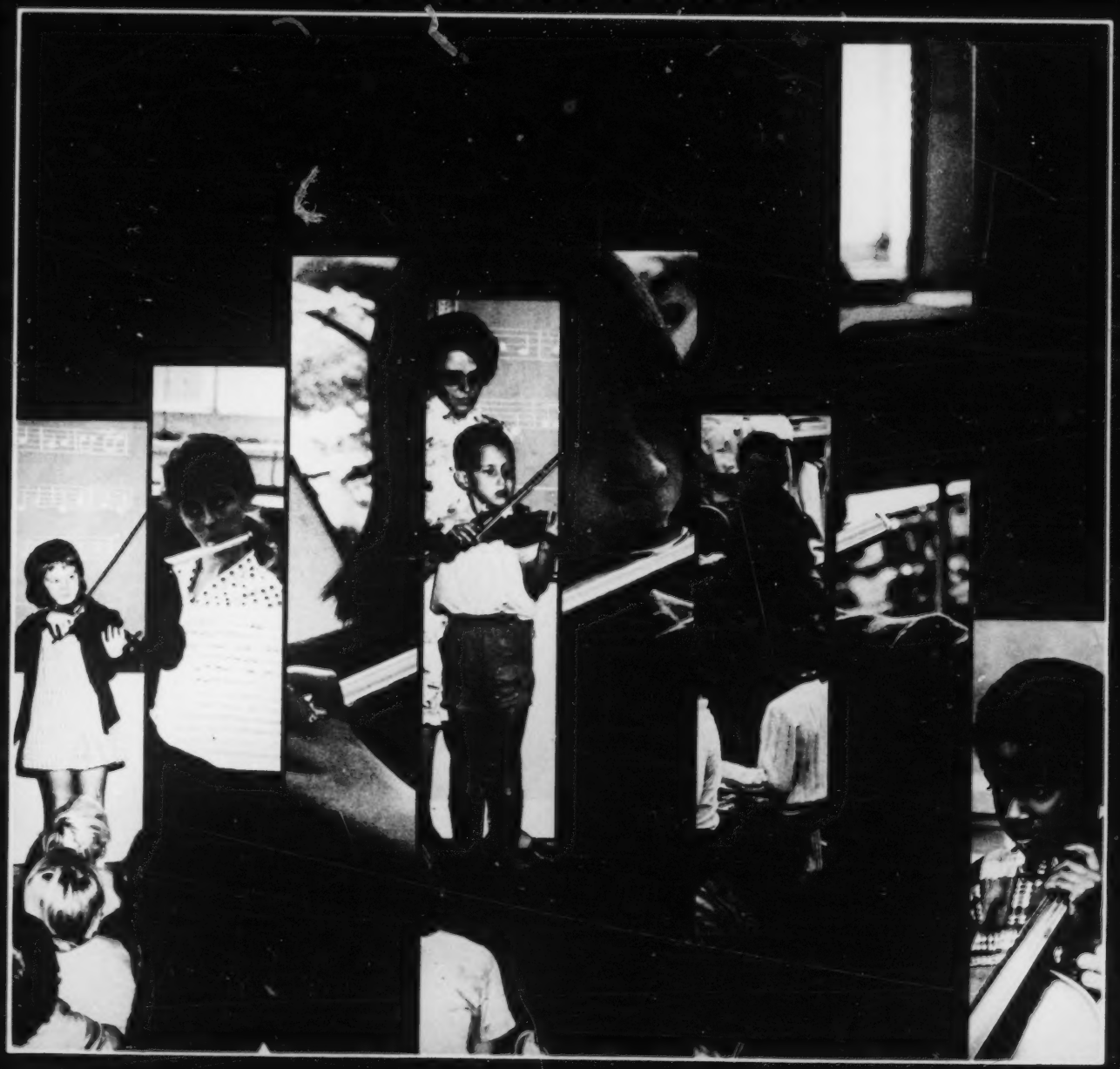
MUSIC AND MUSIC EDUCATION: DATA AND INFORMATION

NATIONAL DATA REVIEW



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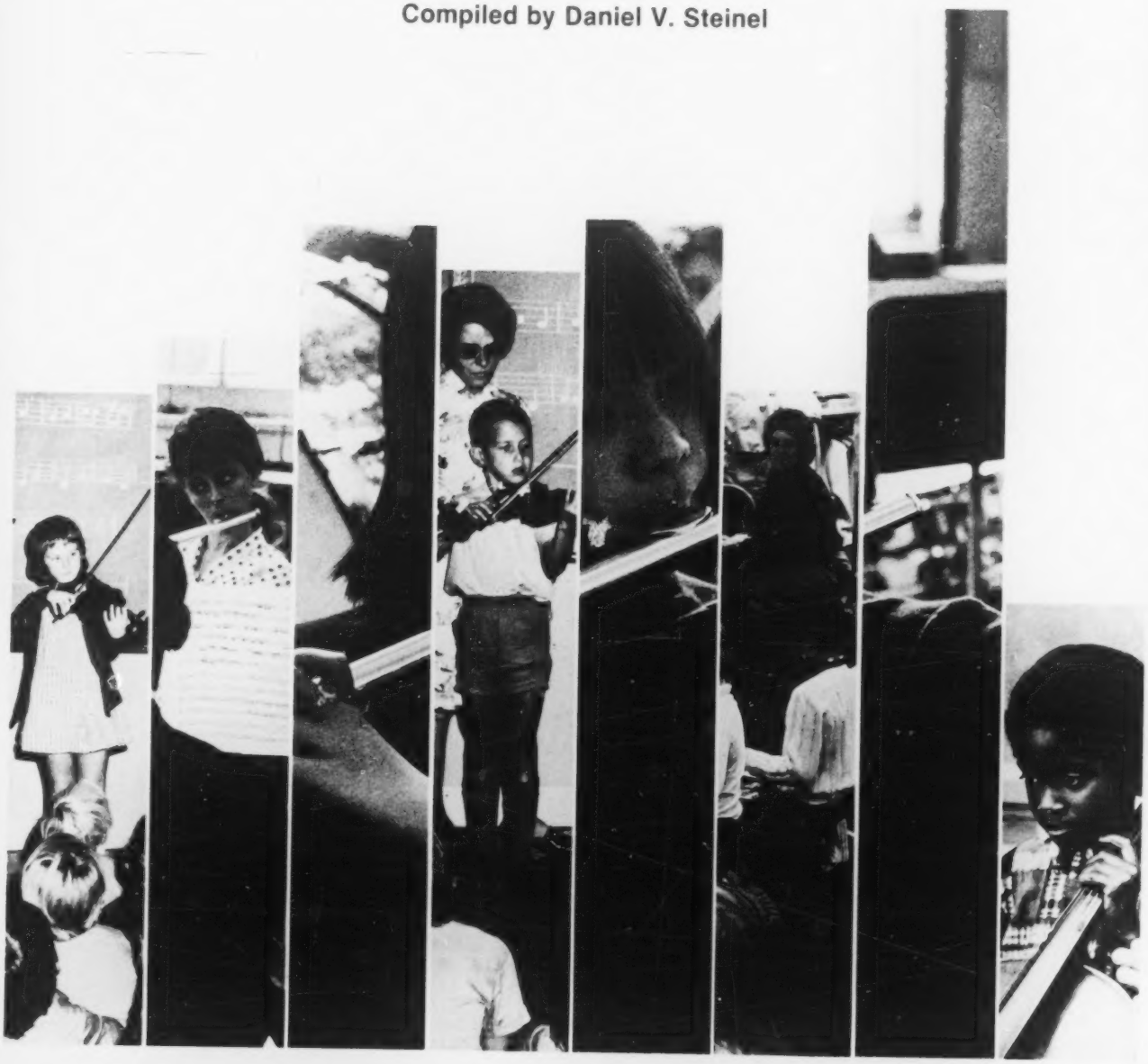
NATIONAL DATA REVIEW

Prepared by Music Educators National Conference, 1984

Compiled by Daniel V. Steinel



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Daniel V. Steinel
Information Service Manager

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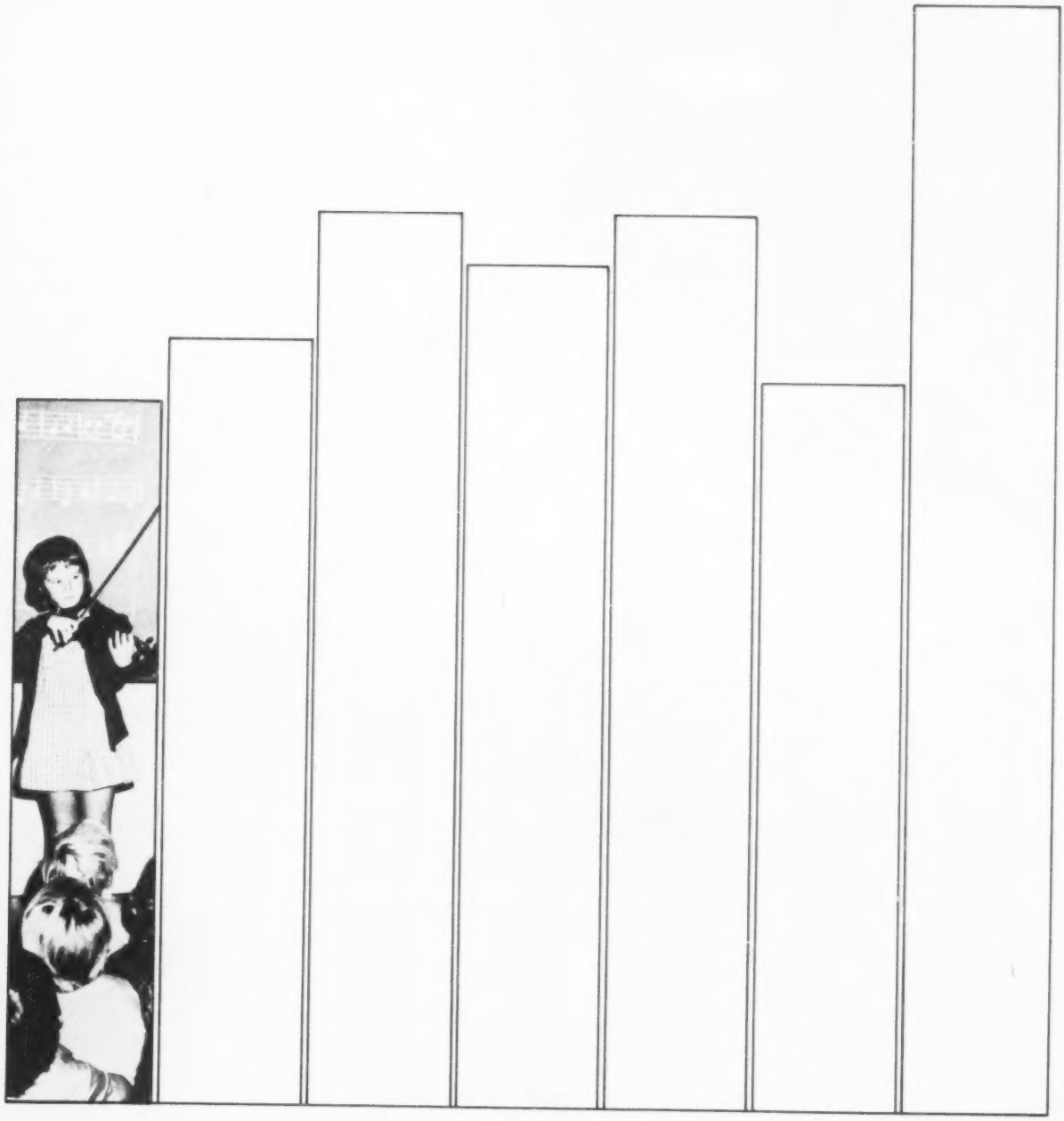


INTRODUCTION

Education undergoes constant change. As it does, music and the arts face new challenges to their inclusion in the school curricula throughout the United States. Questions are raised concerning the quality and supply of teachers, the curriculum required of students, the number of participants in arts education, and the effect the arts have on life. To meet the continuing challenges and to answer such questions, a national consensus and plan of action must be developed and reevaluated regularly in light of current information. To assist in this development process, the National Executive Board of Music Educators National Conference created the MENC Information Service. The Information Service will assist by identifying information needs, gathering existing information, collecting new data, identifying trends, and disseminating information about music, music education, and the arts.

To begin this project, this statistical information was gathered and compiled. Though not exhaustive, this assemblage represents a broad collection of available material about arts education, especially in music. These data document the current status of information about arts education and form a baseline for the assessment of trends. The material presented was chosen because it is current, based on sound data gathering techniques, and of value to those interested in the arts and arts education. The information is presented in tables and charts, with a source reference for each.

Occupational Conditions: Salaries, Certification, and Job Availability

Table 1.1

Occupational distribution and average annual salaries of recent bachelor's degree recipients working full-time: February 1978 and May 1981

Occupation	1976-77 Recipients in February 1978		1979-80 Recipients in May 1981	
	Employed Full-Time	Average Annual Salary in Constant (1981) Dollars	Employed Full-Time	Average Annual Salary in Constant (1981) Dollars
Total	610,600	**$16,000**	632,500	**$15,300**
Business	123,200	**17,800**	151,600	**16,400**
Education	100,400	[2]**13,100**	88,800	[2]**11,200**
Engineering	36,700	**22,400**	51,200	**22,900**
Health professional	43,400	**17,700**	42,600	**17,400**
Public affairs	22,300	**12,100**	28,100	**11,800**
Biological and physical sciences	7,400	16,800	9,600	15,400
FINE ARTS	10,800	15,300	15,100	18,700
Social sciences and psychology	6,200	17,200	2,100	15,900
Research	3,600	12,700	10,500	13,400
Communications	11,200	13,600	8,300	13,000
Computer science	12,000	20,400	21,400	19,800
Technican	27,800	**14,600**	25,000	**14,700**
Other professional	9,200	16,600	10,900	14,500
Sales	44,300	**17,400**	58,400	**16,300**
Clerical and secretarial	76,000	**13,100**	61,300	**11,400**
Crafts and operatives	33,000	**17,500**	16,800	**15,900**
Other nonprofessional	41,700	**15,400**	30,900	**12,000**
Occupation not reported	1,400	17,500	—	—

[1] Reported salaries of full-time workers under $3,000 in 1978 and $4,200 in 1981 were excluded from the tabulations.

[2] Most educators work 9- to 10-month contracts. Their salaries when adjusted for a 12-month period averaged $16,300 in February 1978 and $14,000 in May 1981 in constant (1981) dollars.

NOTE: Data exclude bachelor's recipients from U.S. Service Schools. Also do not include deceased graduates and graduates living at foreign addresses at the time of the survey. Precision of the estimates may be calculated using the approximate coefficients of variation provided in the Data Sources in the Appendix.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Survey, 1978 and 1981 unpublished tabulations (December 1982).

REPRINTED FROM: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 128

Chart 1.1

Average annual salaries of recent bachelor's degree recipients working full-time, by occupation

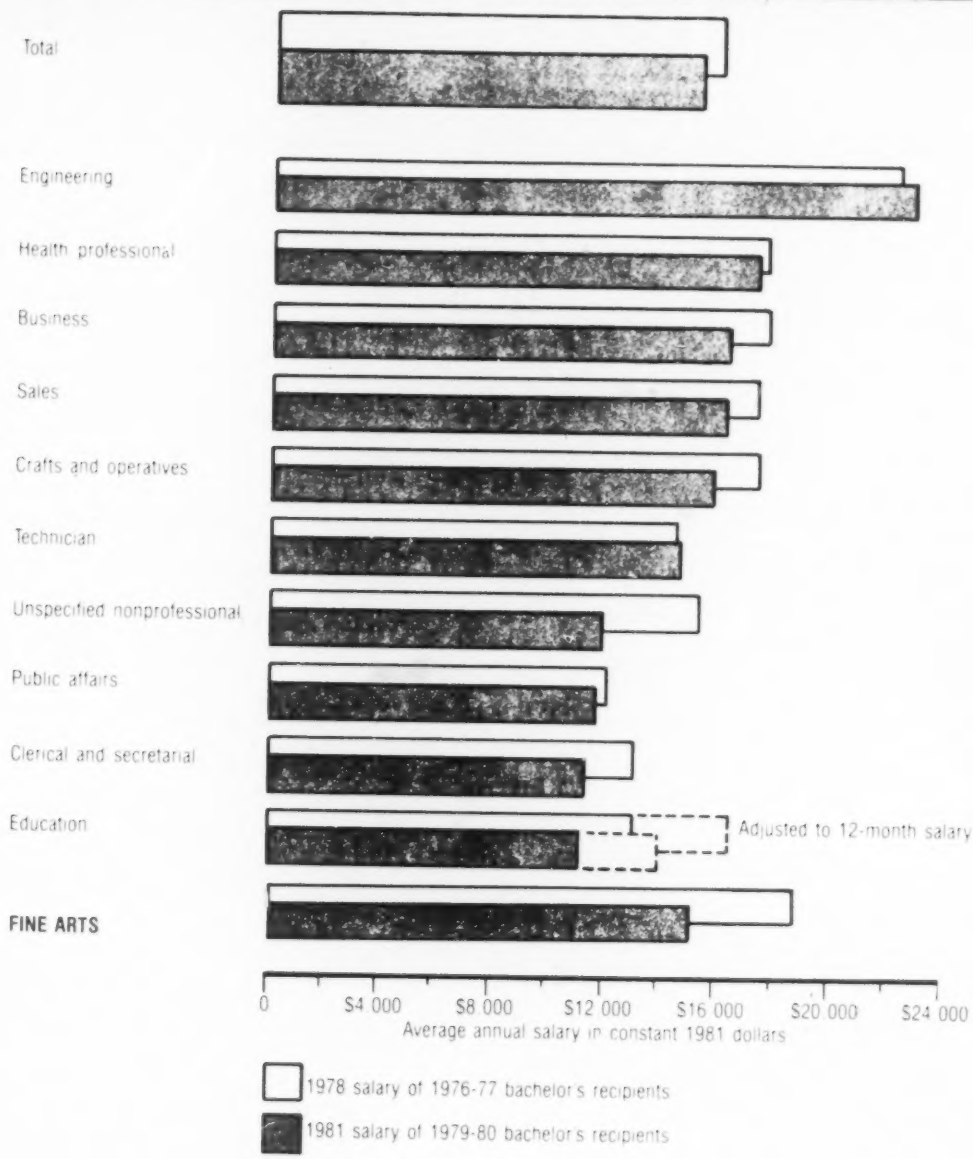


Table 1.2

Certification in field currently teaching in newly graduated[1] full-time elementary/secondary school teachers, by field currently teaching: May 1981

Field Currently Teaching	Number	Total	Certified or Eligible for Certification: In Some Field	In Field Currently Teaching	In Field Other than Currently Teaching	Not Eligible or Don't Know
		Percentage Distribution				
Total	79,800	100.0	93.8	77.9	15.9	6.2
Special education teachers, all	16,700	100.0	96.1	77.3	18.8	3.9
Self-contained class teachers	26,400	100.0	94.8	80.0	14.8	5.2
Specialty teachers	38,900	100.0	91.4	73.7	17.7	8.6
Arts and humanities	21,100	100.0	88.2	61.9	26.3	11.8
English language arts	10,200	100.0	84.6	50.6	34.0	15.5
Foreign Languages and FINE ARTS	11,000	100.0	91.6	72.3	19.2	8.4
Sciences and mathematics	15,500	100.0	86.9	43.7	43.2	13.1
Biological and physical sciences	7,900	100.0	88.3	45.4	43.0	11.7
Mathematics	7,500	100.0	85.4	42.0	43.4	14.6
Miscellaneous specialties	30,700	100.0	90.4	57.2	33.2	9.6
Health and physical education	10,600	100.0	93.6	68.5	25.0	6.4
Social sciences social studies	6,600	100.0	90.5	63.3	27.2	9.5
All other specialties[2]	13,600	100.0	87.9	45.4	42.4	12.1

[1] 1979-80 bachelor's degree recipients teaching elementary secondary school full-time in May 1981.

[2] Does not include unclassified specialties because certification in field cannot be determined.

NOTE: Categories do not add to total because of multiple responses, i.e., teachers taught more than one field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Survey, 1981, unpublished tabulations (November 1982).

REPRINTED FROM: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 206

Chart 1.2

Certification of new full-time elementary/secondary school teachers, by field currently teaching

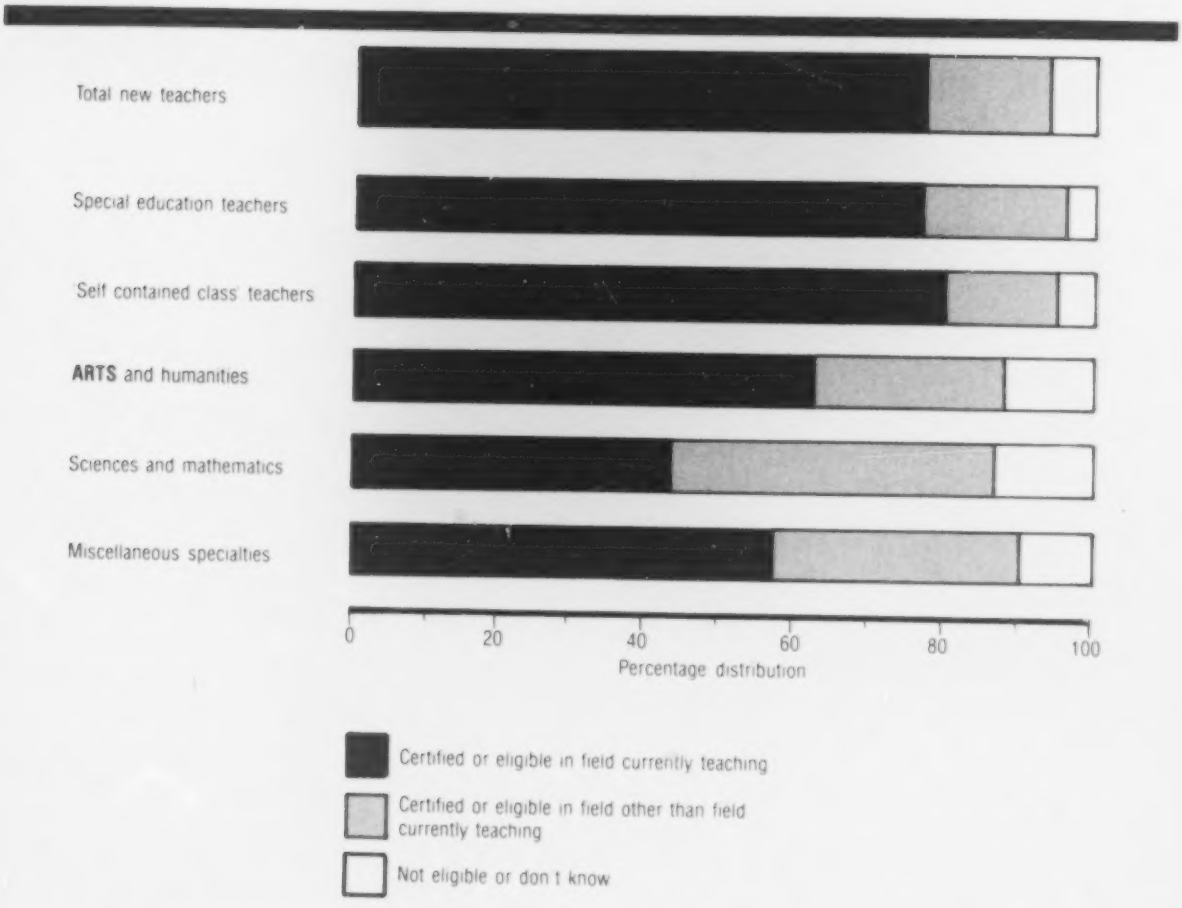


Table 1.3

Elementary/secondary teaching status of recent bachelor's degree recipients newly qualified to teach, by field of teacher preparation: February 1978 and May 1981

Field of Teacher Preparation	Number Newly Qualified to Teach	Did Not Apply for Teaching Job	Applied for Teaching Job				
			Total	Total Teaching	Teaching Full-Time	Teaching Part-Time	Not Teaching
			Percentage Distribution of Newly Qualified to Teach				
1978							
All fields	171,100	23	77	60	49	11	17
General elementary	46,100	13	86	71	58	13	16
Special education	23,300	14	85	72	64	9	13
Social science	12,300	25	75	55	45	10	20
Physical education	10,000	16	84	63	52	11	21
English	8,000	13	87	61	58	3	26
MUSIC	7,200	23	77	57	38	19	20
ART	5,400	33	67	47	19	22	26
Mathematics	4,600	22	79	58	55	3	21
Vocational education	4,300	19	81	62	53	9	19
Business	3,700	52	49	39	34	4	10
Industrial arts	3,500	22	78	57	51	6	20
Other[1]	19,300	33	67	53	41	11	15
More than one field	22,200	40	60	39	30	9	20
No certification	1,000	—	100	100	40	60	—
1981							
All fields	132,200	15	85	64	53	11	20
General elementary	36,400	11	89	71	60	11	18
Special education	16,500	12	88	75	70	4	13
Social science	7,400	17	83	63	54	9	20
Physical education	13,600	18	82	49	36	13	33
English	8,600	15	85	53	47	6	32
MUSIC	8,200	19	81	59	50	9	21
ART	2,800	13	87	57	50	7	30
Mathematics	4,900	27	73	59	54	5	13
Vocational education	5,100	29	71	40	33	7	32
Business	3,300	24	76	38	31	7	38
Industrial arts	1,900	22	78	53	51	2	26
Biological science	2,500	11	89	83	68	15	6
Health	3,300	33	67	30	22	8	37
Home economics (nonoccupational)	2,100	10	90	64	54	10	25
Reading	1,600	6	94	65	62	3	29
Other[2]	5,400	23	77	53	41	12	25
More than one field	—	—	—	—	—	—	—
No certification	8,700	—	100	100	54	46	0

—Not applicable

NOTE: Data exclude bachelor's recipients from U.S. Service Schools. Also do not include deceased graduates and graduates living at foreign addresses at the time of the survey.

[1] Data for the following fields are included in the "other" category because their sample numbers are too small to present them individually: biological science; foreign language; health; home economics (nonoccupational); reading; physical science; bilingual education; and English as a second language.

[2] Data from the following fields are included in the "other" category because their sample numbers are too small to present them individually: foreign language; physical science; bilingual education; English as a second language; and gifted and talented.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *New Teachers in the Job Market: 1981 Update*, forthcoming and unpublished tabulations (October 1982).

REPRINTED FROM: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 190.

Chart 1.3

Elementary/secondary teaching status of recent bachelor's degree recipient newly qualified to teach: May 1981

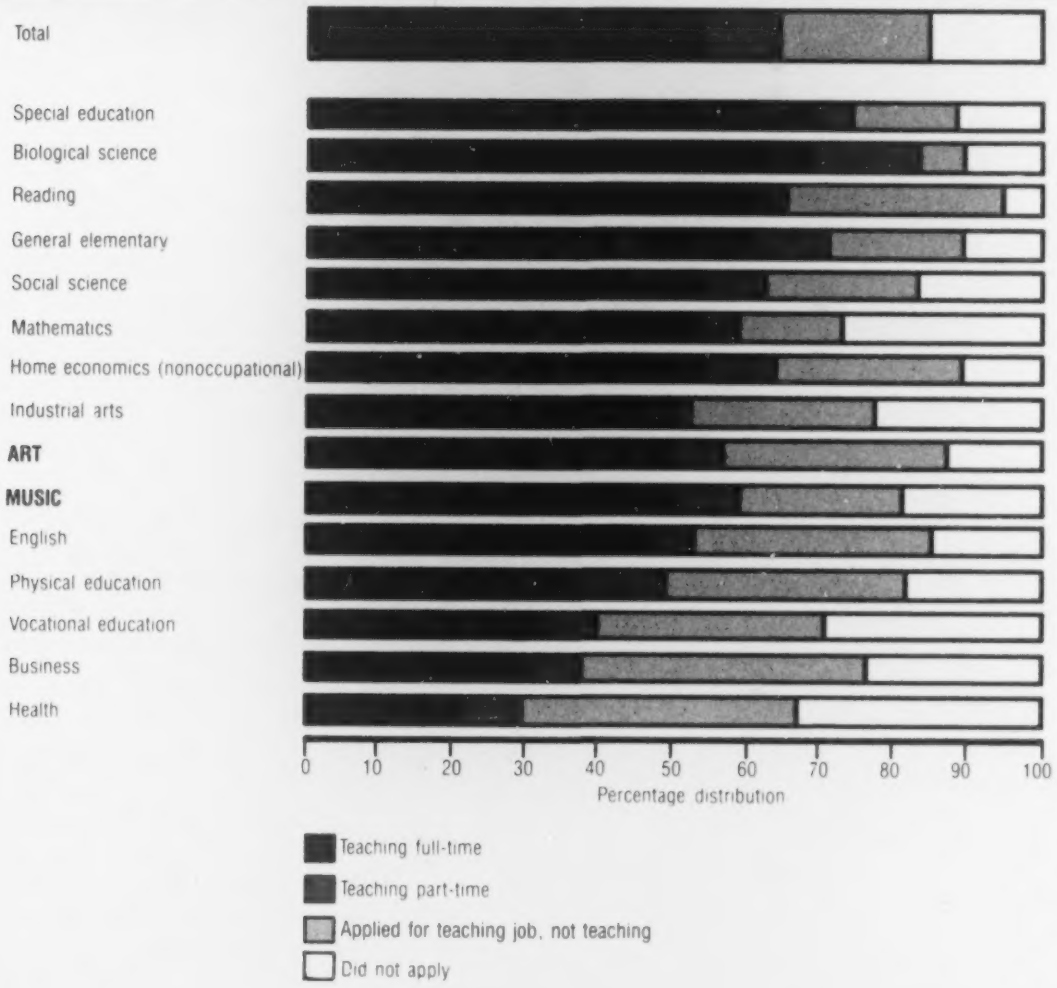


Table 1.4

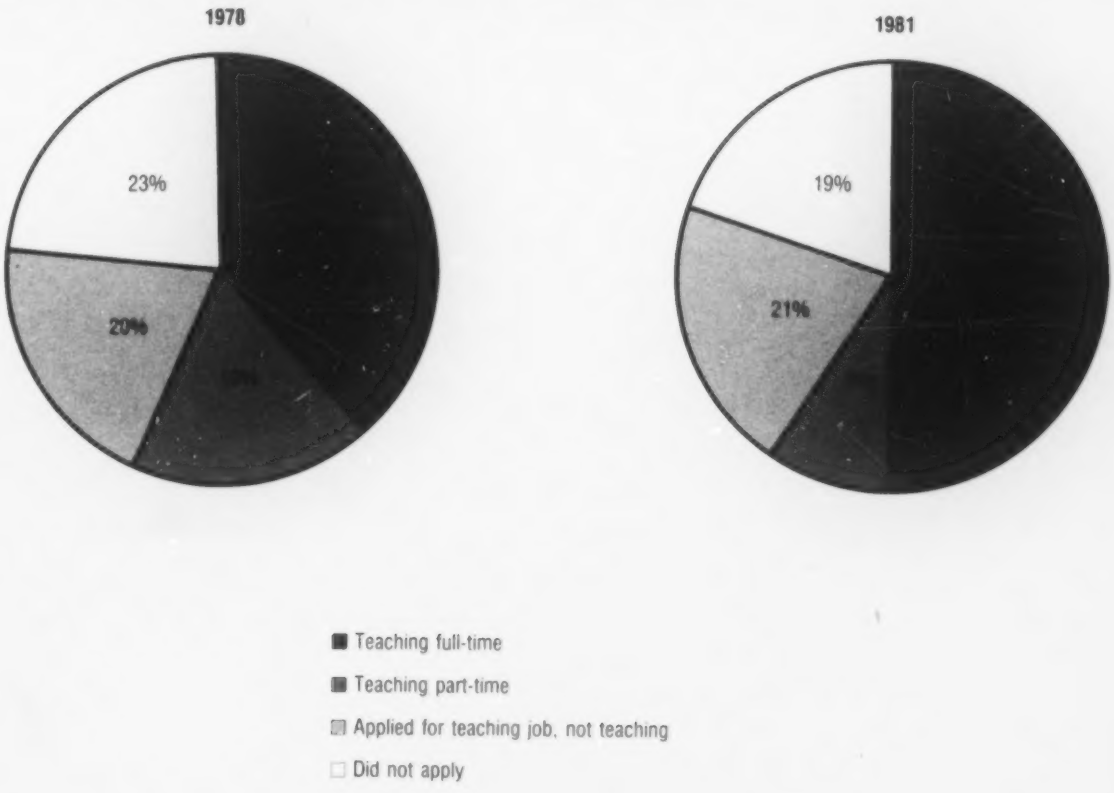
Elementary/secondary teaching status of recent bachelor's degree recipients newly qualified to teach MUSIC: February 1978 and May 1981

Year	Number Newly Qualified to Teach	Did Not Apply for Teaching Job	Applied for Teaching Job				
			Total	Total Teaching	Teaching Full-Time	Teaching Part-Time	Not Teaching
		Percentage Distribution of Newly Qualified to Teach					
1978	7,200	23	77	57	38	19	20
1981	8,200	19	81	59	50	9	21

SOURCE: National Center for Education Statistics, *The Condition of Education 1983 Edition*, p. 190.

Chart 1.4

Elementary/secondary teaching status of recent bachelor's degree recipients newly qualified to teach MUSIC: February 1978 and May 1981



NOTE: Chart may not add to 100% due to rounding.

Table 1.5

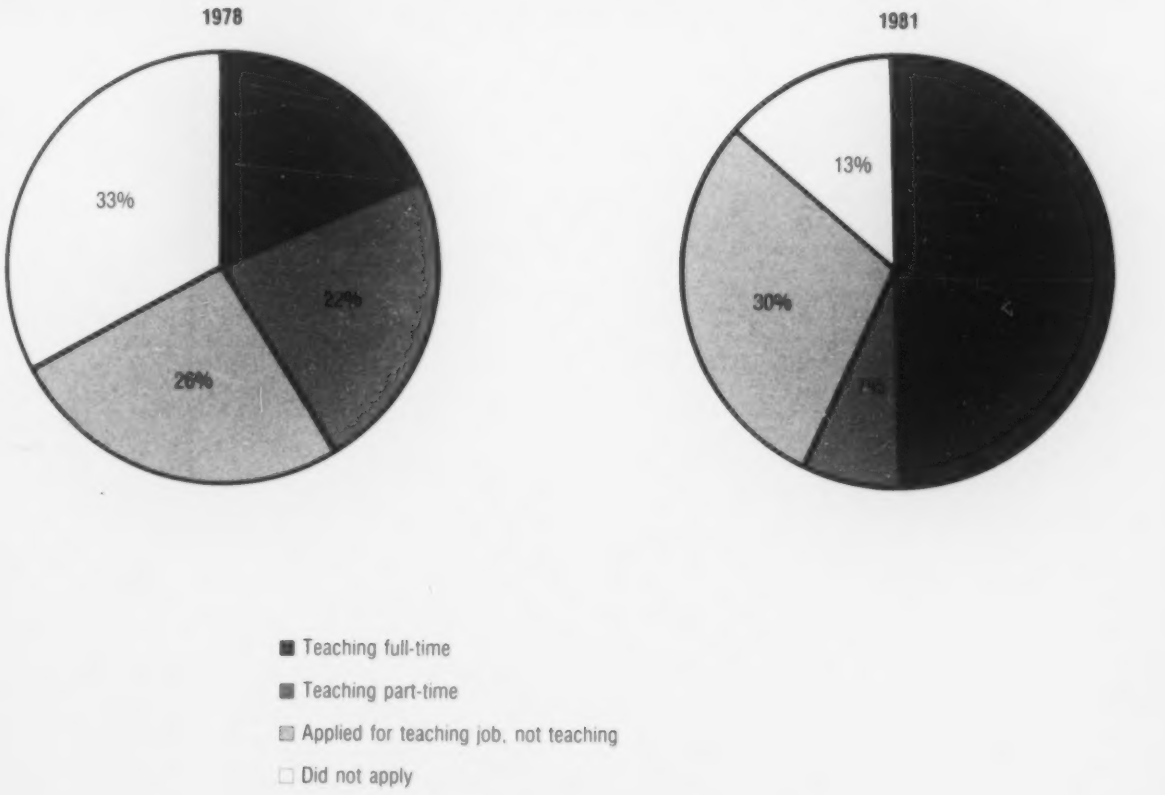
Elementary/secondary teaching status of recent bachelor's degree recipients newly qualified to teach ART: February 1978 and May 1981

Year	Number Newly Qualified to Teach	Did Not Apply for Teaching Job	Applied for Teaching Job				
			Total	Total Teaching	Teaching Full-Time	Teaching Part-Time	Not Teaching
			Percentage Distribution of Newly Qualified to Teach				
1978	5,400	33	67	41	19	22	26
1981	2,800	13	87	57	50	7	30

SOURCE: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 190.

Chart 1.5

Elementary/secondary teaching status of recent bachelor's degree recipients newly qualified to teach ART: February 1978 and May 1981



NOTE: Chart may not add to 100% due to rounding.

Table 1.6

Employed teachers and teacher layoffs and shortages in public and private elementary/secondary schools, by field of assignment: Spring 1979

Field of Assignment	Employed Teachers[1]		Layoffs[2]		Shortages[3]	
	Number[4]	Percent of All Teachers	Number	Percent of All Layoffs	Number	Percent of All Shortages
Total	2,552,000	100.0	23,900	100.0	11,300	100.0
Preprimary	99,000	3.9	1,300	5.5	700	6.3
Primary and general elementary	899,000	35.2	7,800	33.8	2,600	23.3
ART	57,000	2.2	1,100	4.5	100	.8
Basic skills and remedial education	9,000	.3	100	.5	(5)	(5)
Bilingual education	22,000	.9	200	1.0	400	3.7
Biology	30,000	1.2	300	1.1	100	.9
Business	45,000	1.8	400	1.7	200	1.8
English language arts	188,000	7.4	1,800	7.6	200	2.2
Foreign languages	53,000	2.1	800	3.3	100	1.1
General science	76,000	3.0	700	3.0	200	2.1
Health, physical education	158,000	6.2	1,100	4.7	100	1.2
Home economics	36,000	1.4	500	2.3	(5)	(5)
Industrial arts	41,000	1.6	400	1.8	600	5.3
Mathematics	150,000	5.9	1,100	4.4	900	8.3
MUSIC	87,000	3.4	900	3.7	200	1.4
Reading	73,000	2.9	400	1.5	300	2.8
Physical sciences	25,000	1.0	100	.5	600	5.5
Social studies/social sciences	143,000	5.6	1,300	5.5	100	.8
Special education	219,000	8.6	2,700	11.5	3,200	28.3
Vocational education	101,000	4.0	600	2.5	300	2.9
Other	39,000	1.5	100	.4	100	1.1

[1] Includes all full-time and part-time classroom teachers in public and private elementary/secondary schools during the 1979-80 school year.

[2] A layoff represents a teacher whose contract was not renewed at the end of the 1978-79 school year because of budget limitations, and whose position was not subsequently filled.

[3] A shortage represents a teaching position opening (budgeted new position or position vacancy) occurring from spring 1979 to fall 1979 (for the 1979-80 school year) for which teachers were sought but were unable to be hired because no qualified candidate was available.

[4] These figures represent unduplicated counts of teachers among fields. Teachers in more than one field were reported only in the field in which they spent most of their teaching time. The exception was that any teacher engaged in bilingual or special education was counted in either of those areas regardless of the time spent in other areas.

[5] Less than 100 positions.

Note: Details may not add to totals because of rounding.

Source: U.S. Department of Education, National Center for Education Statistics, Survey of Teacher Demand and Shortages, "Teacher Layoffs, Shortages in 1979 Small Compared with Total Employed", NCES 81-121a, 1981.

REPRINTED FROM: National Center for Education Statistics, *The Condition of Education: 1982*, p. 100.

Chart 1.6

Employed teachers and teacher layoffs and shortages by field as percent of total employed teachers and teacher layoffs and shortages

Table 1.7

Relative demand for teachers, by teaching area and year: Continental United States, 1984, 1983, 1982, 1981, 1980, 1979, 1976

	1984	1983	1982	1981	1980	1979	1976
Teaching fields with considerable teacher shortage . . . (5.00-4.25):							
Mathematics	4.78	4.75	4.81	4.79	4.80	4.68	3.86
Science-Physics	4.45	4.46	4.41	4.56	4.28	4.36	4.04
Computer Programming	4.34	—	—	—	—	—	—
Science-Chemistry	4.25	4.30	4.13	4.42	4.18	4.09	3.72
Teaching fields with slight teacher shortage . . . (4.24-3.45):							
Data Processing	4.18	4.36	3.86	—	—	—	—
Bilingual Education	4.04	3.83	4.13	4.10	4.21	4.32	—
Special Education-LD	3.98	4.09	4.20	4.47	4.48	4.50	4.00
Special Education-ED/PSA	3.84	4.08	3.98	4.22	4.36	4.22	3.42
Speech Pathology/Audio.	3.83	3.62	3.95	4.27	4.17	3.83	3.68
Special Education-Multi. Handi.	3.77	3.82	3.93	4.13	3.87	3.24	—
Special Education-Gifted	3.74	3.80	3.81	4.10	4.33	4.56	3.85
Science-Earth	3.70	3.80	3.89	4.08	3.64	3.82	3.44
Science-General	3.65	—	—	—	—	—	—
Special Education-MR	3.55	3.71	3.84	4.14	4.23	4.39	2.87
Industrial Arts	3.50	3.96	4.36	4.72	4.77	4.68	4.22
Special Education-Reading	3.48	3.39	3.73	4.21	4.23	4.27	3.96
Teaching fields with balanced supply and demand . . . (3.44-2.65):							
Vocational Agriculture	3.44	4.02	4.36	4.46	4.73	4.67	4.06
Science-Biology	3.40	4.10	3.66	3.98	3.50	3.49	2.97
Nurse (school)	3.40	—	—	—	—	—	—
Library Science	3.30	3.09	3.12	3.31	3.58	4.26	—
MUSIC-INSTRUMENTAL	3.25	2.97	3.28	3.33	3.65	3.33	3.03
Language, Mod.-Spanish	3.18	2.77	2.68	2.95	3.34	2.88	2.47
English	3.13	2.90	3.21	3.37	3.51	2.78	2.05
Business	3.11	3.24	3.47	3.50	3.80	3.65	3.10
Language, Mod.-German	3.08	2.51	2.48	2.58	2.70	2.17	2.03
Language, Mod.-French	3.00	2.59	2.49	2.58	2.68	2.49	2.15
MUSIC-VOCAL	3.00	2.89	2.95	3.06	3.32	2.97	3.00
Psychologist (school)	2.98	3.19	3.56	3.70	3.87	3.43	3.09
Counselor-Elementary	2.80	3.03	2.72	3.05	3.38	2.96	3.15
Speech	2.70	2.51	2.76	2.65	2.50	2.47	2.46
Counselor-Secondary	2.67	2.83	2.79	3.13	3.76	3.03	2.69
Teaching fields with slight surplus of teachers . . . (2.64-1.85):							
Driver Education	2.61	2.94	2.77	2.87	2.98	3.06	2.44
Journalism	2.60	2.63	2.61	2.77	2.98	2.50	2.86
Home Economics	2.43	2.44	2.43	2.54	2.85	2.67	2.62
Social Worker (school)	2.33	2.27	2.34	—	—	—	—
Elementary-Intermediate	2.20	2.11	2.26	2.56	2.84	2.33	1.90
Elementary-Primary	2.13	2.11	2.02	2.24	2.77	2.19	1.78
Social Science	1.91	1.75	2.11	2.05	1.98	1.83	1.51
Health Education	1.90	1.76	1.90	2.24	2.17	2.16	2.27
ART	1.89	1.92	1.84	2.00	2.45	2.06	2.14
Teaching field with considerable surplus of teachers . . . (1.84-1.00):							
Physical Education	1.61	1.54	1.72	1.80	1.82	1.67	1.74

NOTE: 5 = greatest demand, 1 = least demand

SOURCE: Akin, James N., *Teacher Supply/Demand 1984*, Association of School, College and University Staffing (ASCUS). Copyright © 1984 ASCUS. Used by permission of ASCUS. All rights reserved.

NOTE: Results are based on opnion surveys of a sample of teacher placement officers from throughout the United States.

Chart 1.7

Relative demand for teachers of INSTRUMENTAL MUSIC, VOCAL MUSIC, and ART, by teaching area and year: Continental United States, 1979, 1980, 1981, 1982, 1983, 1984

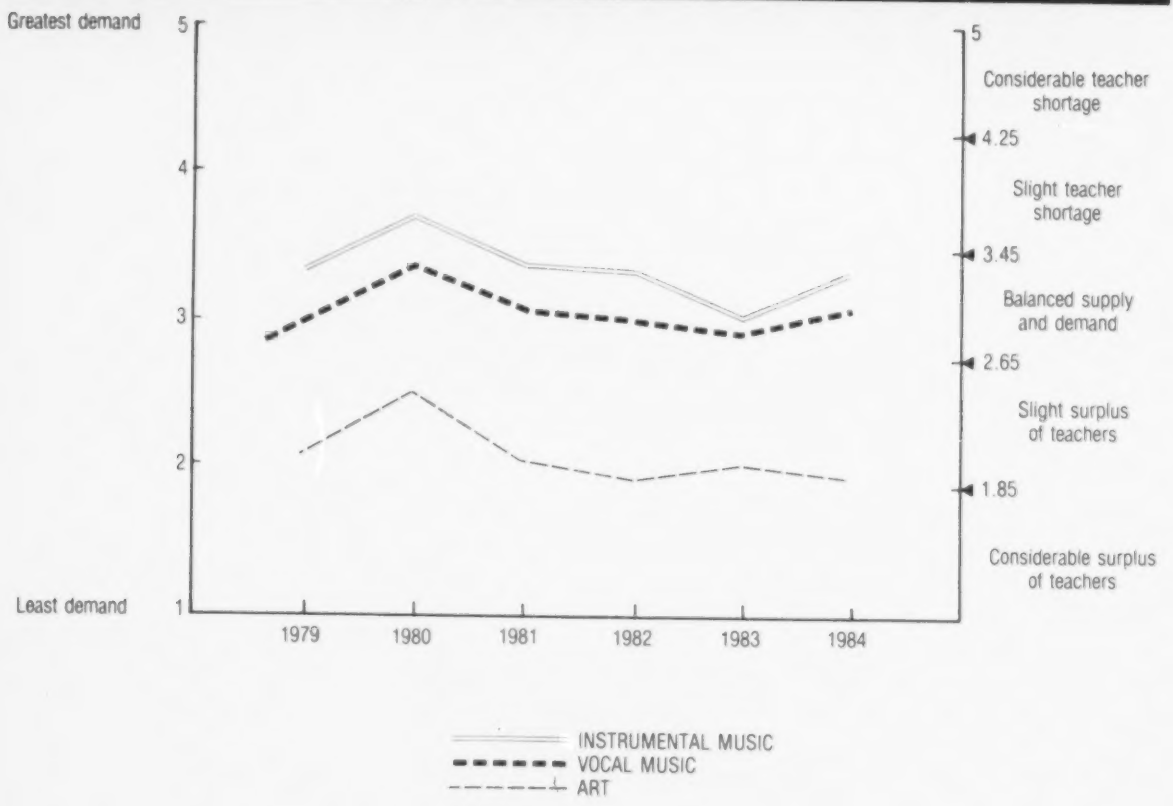


Table 1.8

Relative teacher supply/demand by field and geographic region: United States, January 1984

Field	Geographic region											Continental U.S.
	AK	HI	1	2	3	4	5	6	7	8	9	
Agriculture	3.00	4.00	4.00	3.00	2.50	3.00	4.00	4.00	3.67	3.00	3.00	3.44
ART	2.00	2.00	1.50	1.67	1.50	2.17	2.33	2.00	2.00	1.90	2.00	1.89
Bilingual Ed.	4.00	4.00	4.60	4.70	3.67	4.67	4.40	4.00	4.29	3.00	3.50	4.04
Business	3.00	3.00	2.92	3.50	2.50	3.20	2.63	3.00	3.57	4.00	3.00	3.11
Computer Programming	4.00	—	4.75	4.50	4.33	4.70	4.80	4.60	4.67	4.60	4.00	4.34
Counselor-Elem.	2.00	3.00	3.33	2.50	3.00	3.00	2.75	2.67	2.86	2.75	2.40	2.80
Counselor-Sec.	3.00	3.00	3.00	2.43	3.00	3.00	2.50	2.50	2.71	2.75	2.40	2.67
Data Processing	—	—	4.50	4.50	5.00	2.33	4.00	4.67	4.33	4.25	4.00	4.18
Driver Ed.	1.00	3.00	2.92	2.33	3.50	2.50	2.50	3.00	2.17	1.00	3.00	2.61
Elem.-Primary	1.00	1.00	2.00	2.86	1.40	2.00	2.44	2.00	2.33	2.00	1.60	2.13
Elem.-Intermediate	1.00	1.00	2.00	2.71	1.75	2.17	2.44	2.17	2.33	2.40	1.40	2.20
English	3.00	3.00	2.17	3.36	3.17	3.83	3.63	3.00	3.21	3.00	2.25	3.13
Health Education	1.00	3.00	1.66	2.50	1.60	1.50	1.63	1.67	2.00	2.40	2.50	1.90
Home Economics	4.00	3.00	2.63	2.50	2.00	2.25	2.17	2.40	2.71	2.67	2.50	2.43
Industrial Arts	2.00	4.00	3.38	3.00	2.67	3.00	4.33	3.75	3.33	4.25	4.00	3.50
Journalism	—	3.00	1.75	2.60	2.75	3.40	2.43	2.40	3.00	2.33	2.00	2.60
Language, Mod.—French	—	3.00	2.33	2.14	3.20	3.33	3.25	3.33	3.86	3.20	2.00	3.00
Language, Mod-German	—	3.00	2.50	2.14	2.83	3.30	3.50	3.67	3.71	3.60	2.00	3.08
Language, Mod.-Spanish	—	3.00	3.00	2.71	3.00	3.17	3.38	3.33	4.14	3.20	2.25	3.18
Library Science	5.00	3.00	3.00	3.25	3.50	2.80	3.50	3.40	3.67	2.50	4.00	3.30
Math	3.00	4.00	4.83	4.71	4.33	4.83	5.00	4.83	5.00	4.80	4.50	4.78
MUSIC-INSTRUMENTAL	4.00	2.00	3.83	3.43	3.67	3.33	3.56	2.50	3.43	2.20	2.75	3.25
MUSIC-VOCAL	4.00	2.00	3.83	2.67	3.20	3.33	2.89	2.67	3.43	2.20	2.50	3.00
Nurse (school)	3.00	—	2.66	4.00	—	3.33	3.00	3.75	3.67	3.50	4.00	3.40
Physical Education	—	1.00	1.83	1.86	1.00	1.17	1.75	1.50	1.14	2.20	2.25	1.61
Psychologist (school)	3.00	—	4.00	2.71	3.50	3.33	3.00	2.80	2.92	3.00	2.25	2.98
Science-Biology	3.00	4.00	3.00	3.36	3.33	3.33	3.57	3.17	3.71	3.40	3.75	3.40
Science-Chemistry	4.00	4.00	4.17	4.07	3.67	4.50	4.63	4.33	4.00	4.80	4.00	4.25
Science-Earth	3.00	3.00	4.67	3.43	3.20	4.00	4.13	3.50	3.43	3.20	3.50	3.70
Science-General	3.00	3.00	3.67	4.00	3.17	3.50	4.13	3.83	3.43	3.20	3.75	3.65
Science-Physics	4.00	4.00	4.17	4.14	3.83	4.75	4.63	4.67	4.71	4.80	4.25	4.45
Social Science	3.00	2.00	1.17	1.17	1.67	2.33	2.25	2.00	2.14	2.80	1.50	1.91
Social Worker (school)	—	—	2.25	1.33	2.00	4.00	1.50	2.50	3.00	2.50	2.00	2.33
Speech	—	2.00	2.00	2.40	2.60	2.92	2.50	3.20	2.79	3.50	3.00	2.70
Special-ED/PSA	3.00	3.00	3.83	3.75	4.25	4.00	4.14	3.83	3.43	3.80	3.50	3.84
Special-Gifted	5.00	3.00	3.83	3.75	4.00	3.20	4.20	4.33	3.67	3.25	3.50	3.74
Special-LD	3.00	3.00	3.83	3.50	4.50	4.00	4.38	4.33	4.29	3.25	3.40	3.98
Special-MR	3.00	3.00	3.83	3.60	4.50	3.17	4.00	3.33	2.86	3.50	3.25	3.55
Special-Multi. Handi.	3.00	4.00	3.80	4.50	4.25	3.50	4.29	3.67	3.29	3.50	3.50	3.77
Special-Reading	3.00	3.00	4.00	3.14	3.25	3.40	4.00	3.50	3.57	3.25	2.80	3.48
Special Path./Audiology	4.00	—	3.13	3.50	2.67	4.50	4.17	4.40	4.00	4.00	4.00	3.83
COMPOSITE	3.03	2.91	3.15	3.07	3.02	3.25	3.36	3.24	3.32	3.20	2.88	3.19

NOTE: 5 = considerable shortage, 4 = slight shortage, 3 = balanced supply/demand, 2 = slight surplus, 1 = considerable surplus.

Region codes are: AK = Alaska, HI = Hawaii, 1 = Northwest, 2 = West, 3 = Rocky Mountain, 4 = Great Plains/Midwest, 5 = South Central, 6 = Southeast, 7 = Great Lakes, 8 = Middle Atlantic, 9 = Northeast.

SOURCE: Akin, James N., *Teacher Supply/Demand 1984*. Association of School, College and University Staffing (ASCUS). Copyright © 1984 ASCUS. Used by permission of ASCUS. All rights reserved.

NOTE: Results are based on an opinion survey of a sample of teacher placement officers from throughout the United States.

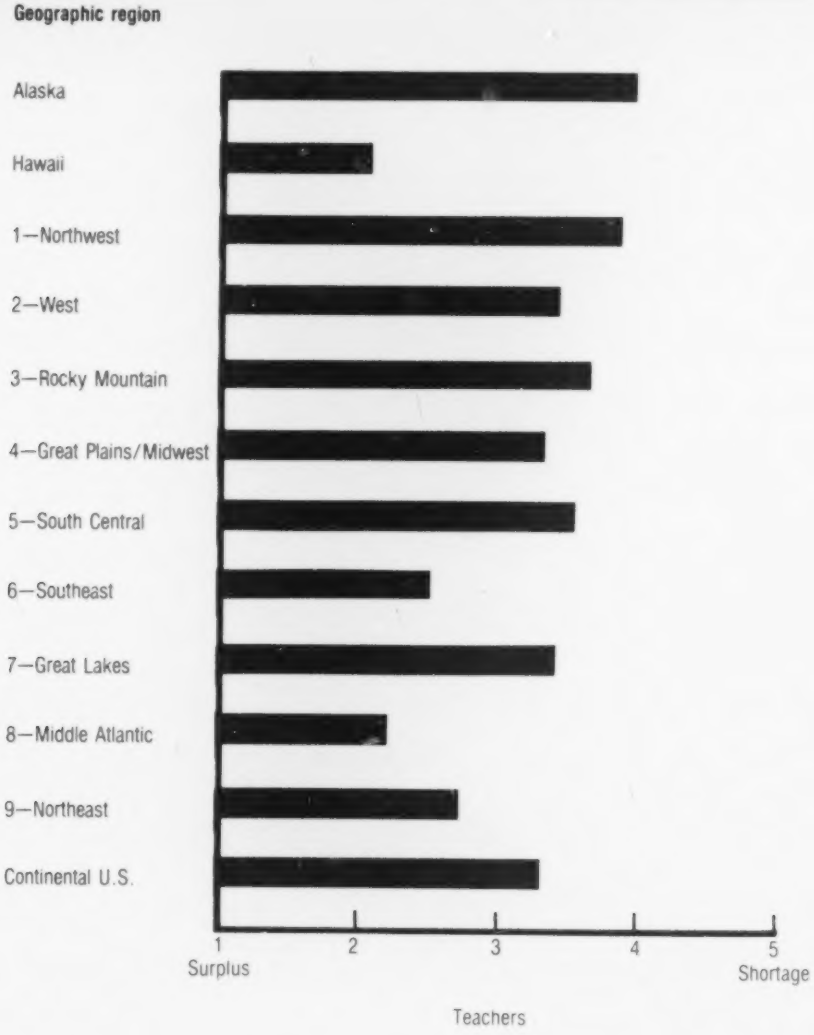
Chart 1.8a

Geographic regions for relative teacher supply/demand

AK=Alaska, HI=Hawaii, 1=North West, 2=West, 3=Rocky Mountain, 4=Great Plains/Midwest, 5=South Central, 6=South East, 7=Great Lakes, 8=Middle Atlantic, 9=North East

Chart 1.8b

INSTRUMENTAL MUSIC teacher supply/demand by geographic region: United States, January 1984

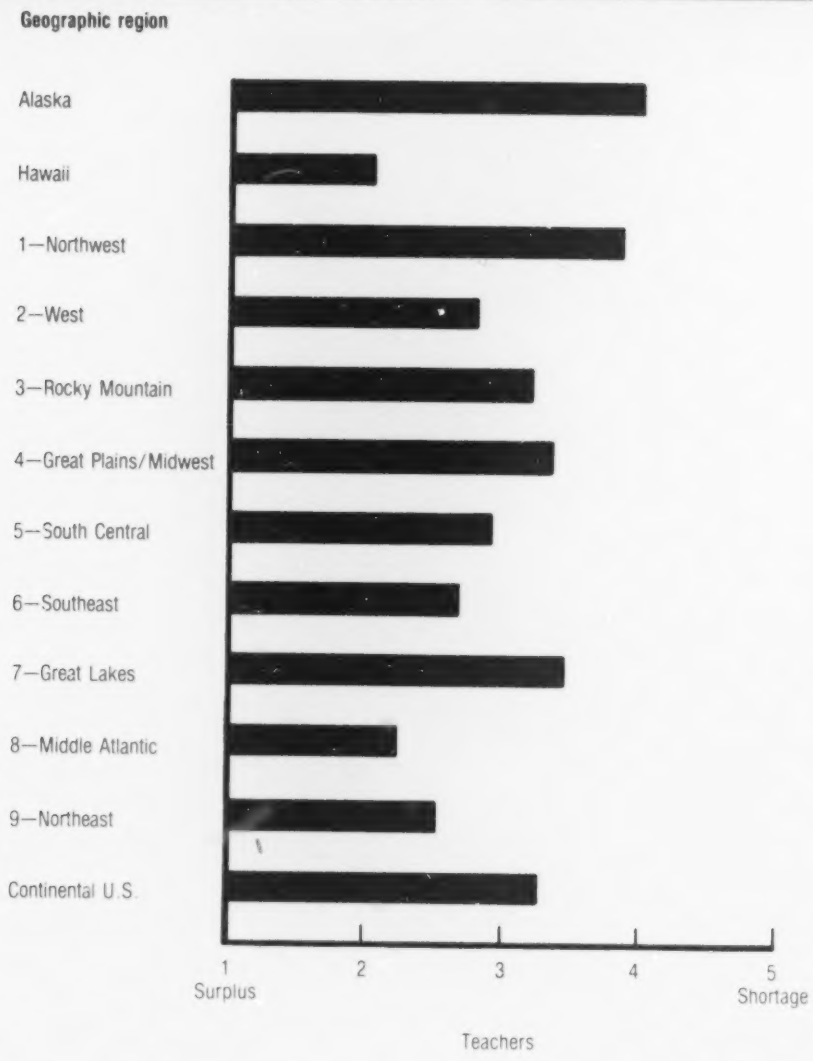


SOURCE: Akin, James N., *Teacher Supply/Demand 1984*, Association of School, College and University Staffing (ASCUS). Copyright © 1984 ASCUS. Used by permission of ASCUS. All rights reserved.

NOTE: For details see "Relative teacher supply/demand by field and geographic region: United States, January 1984" on page16.

Chart 1.8c

VOCAL MUSIC teacher supply/demand by geographic region: United States, January 1984

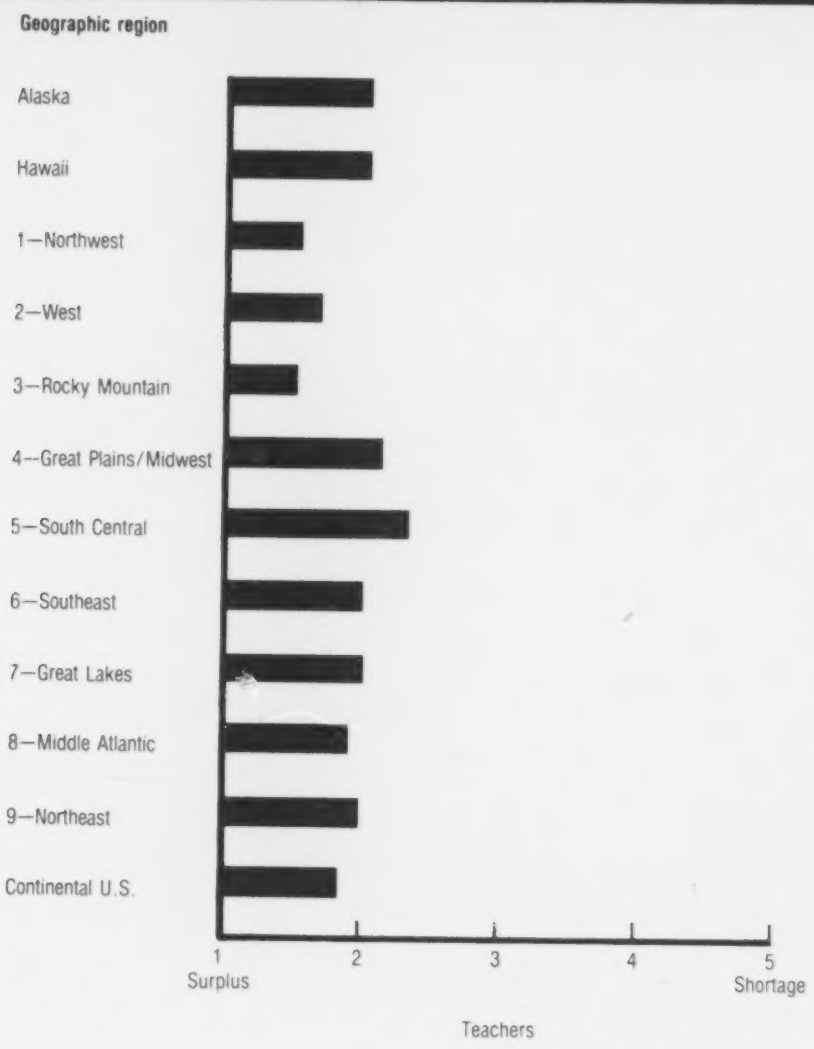


SOURCE: Akin, James N., *Teacher Supply/Demand 1984*, Association of School, College and University Staffing (ASCUS). Copyright © 1984 ASCUS. Used by permission of ASCUS. All rights reserved.

NOTE: For details see "Relative teacher supply/demand by field and geographic region: United States, January 1984" on page16.

Chart 1.8d

ART teacher supply/demand by geographic region: United States, January 1984



SOURCE: Akin, James N., *Teacher Supply/Demand 1984*. Association of School, College and University Staffing (ASCUS). Copyright © 1984 ASCUS. Used by permission of ASCUS. All rights reserved.

NOTE: For details see "Relative teacher supply/demand by field and geographic region: United States, January 1984" on page16.

Degrees

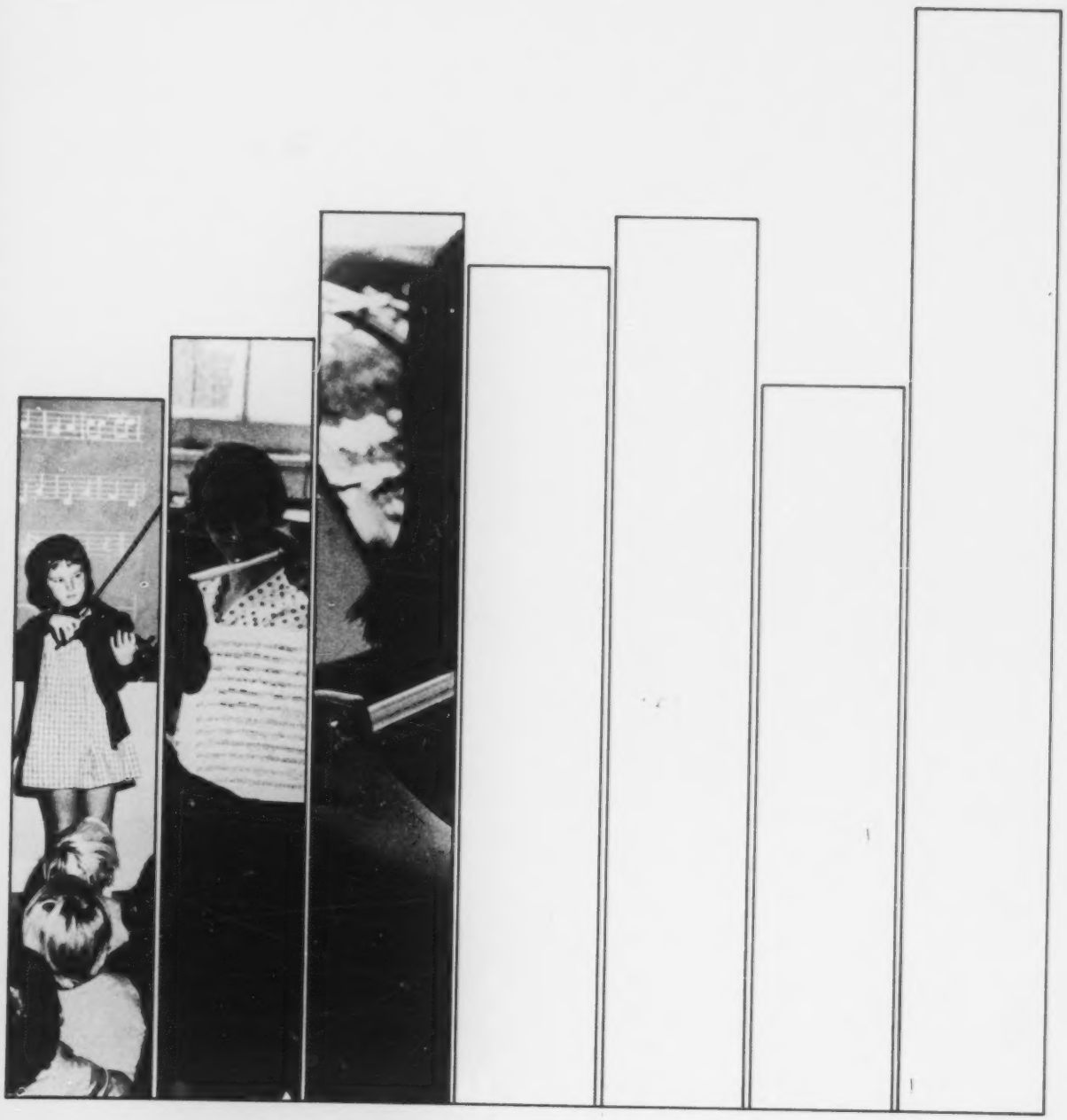


Table 2.1

Earned degrees conferred in education[1], by level and specialty: Academic year 1970-71 and 1980-81

Specialty	Bachelor's			Master's			Doctor's		
	1971	1981	Percent Change	1971	1981	Percent Change	1971	1981	Percent Change
Education, total	176,614	108,309	**-38.7**	88,952	98,938	11.2	6,403	7,900	23.4
Education, general	2,026	2,777	**37.1**	12,867	13,038	1.3	1,598	1,394	1.8
Elementary education, general	90,432	38,524	**-57.4**	17,070	13,833	19.0	219	224	2.3
Secondary education, general	3,549	2,973	**-16.2**	5,422	5,268	2.8	212	169	20.3
Pre-elementary education	3,405	4,807	**41.2**	533	1,726	223.8	9	46	411.1
Junior high school education	721	248	65.6	134	146	9.0	2	9	350.0
Higher education, general	6	5	16.7	308	368	19.5	274	376	37.2
Junior and community college education	1	2	100.0	91	212	133.0	6	126	2000.0
Adult and continuing education	12	25	108.3	239	933	290.4	45	136	202.2
Special education, all specialties	8,360	13,950	**66.9**	6,068	13,537	123.1	207	293	41.5
Special education, general	2,320	8,843	281.2	3,051	9,482	210.8	114	207	81.6
Administration of special education	0	20	—	106	37	65.1	9	18	100.0
Education of the mentally retarded	2,640	1,660	37.1	935	463	50.5	18	4	77.8
Education of the gifted	12	28	133.3	28	99	253.6	0	1	—
Education of the deaf	239	349	46.0	208	356	71.2	4	3	25.0
Education of the culturally disadvantaged	3	22	633.3	115	52	54.8	0	0	—
Education of the visually handicapped	78	93	19.2	97	114	17.5	2	1	50.0
Speech correction	2,358	1,197	49.2	572	495	13.5	40	5	87.5
Education of the emotionally disturbed	347	471	35.7	378	411	8.7	14	5	64.3
Remedial education	0	17	—	87	190	118.4	0	3	—
Special learning disabilities	125	846	576.8	179	1,507	741.9	2	27	1250.0
Education of the physically handicapped	149	137	8.1	150	90	40.0	0	3	—
Education of the multiple handicapped	63	104	65.1	50	128	156.0	0	5	—
Education of exceptional children, not classified above	26	163	526.9	112	113	0.9	4	11	175.0
Social foundations	180	32	82.2	534	333	37.6	129	173	34.1
Educational psychology	307	235	23.5	1,286	2,225	73.0	362	621	71.5
Educational statistics and research	3	0	—	61	65	6.6	58	63	8.6
Educational testing, evaluation, and measurement	0	50	—	222	122	45.0	30	17	43.3
Student personnel	7	299	417.4	13,335	12,200	8.5	556	643	15.6
Educational administration	5	27	440.0	7,702	9,298	20.7	957	1,593	66.5
Educational supervision	0	46	—	707	1,260	78.2	71	104	46.5
Curriculum and instruction	296	318	7.4	2,261	3,700	63.6	458	699	52.6
Reading education	9	370	401.1	2,789	6,096	118.6	61	151	147.5
ART EDUCATION	5,661	2,392	**57.7**	998	807	19.1	53	55	3.8
MUSIC EDUCATION	7,264	5,332	**-26.6**	1,564	1,127	27.9	109	68	37.6
Mathematics education	2,217	798	**-64.0**	782	372	52.4	49	30	38.8
Science education	891	597	**-33.0**	883	483	45.3	91	79	13.2
Physical education	24,732	19,095	**-22.8**	4,410	4,219	4.3	283	222	21.6
Driver and safety education	132	109	17.4	171	271	58.5	2	5	150.0
Health education	1,089	2,259	107.4	405	838	106.9	51	82	60.8
Business, commerce, and distributive education	8,550	3,405	**-60.2**	1,924	1,131	41.2	82	41	50.0
Industrial arts, vocational and technical education	7,071	5,772	**-18.4**	2,099	2,436	16.1	106	265	150.0
Agricultural education	1,398	955	31.7	447	233	47.9	43	22	48.8
Home economics education	6,449	1,767	**-72.6**	802	412	48.6	28	7	75.0
Nursing education	603	171	71.6	330	60	81.8	28	7	75.0
Teaching English as a foreign language	43	44	2.3	236	557	136.0	5	0	—
Other	1,195	925	22.6	2,272	1,632	28.2	219	180	17.8

[1] According to new classification, includes the former code 0800 education, plus the former code 1508 teaching of English as a foreign language

NOTE: Caution should be exercised in comparing 1971 and 1981 figures when actual number of degrees conferred in specialty is small

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred: 1970-71*, *Earned Degrees Conferred: 1980-81*, forthcoming, and unpublished tabulations (September 1982)

REPRINTED FROM: National Center for Education Stations, *The Condition Education: 1983 Edition*, p. 188.

Chart 2.1

Percent change in bachelor's degrees conferred in selected education specialties

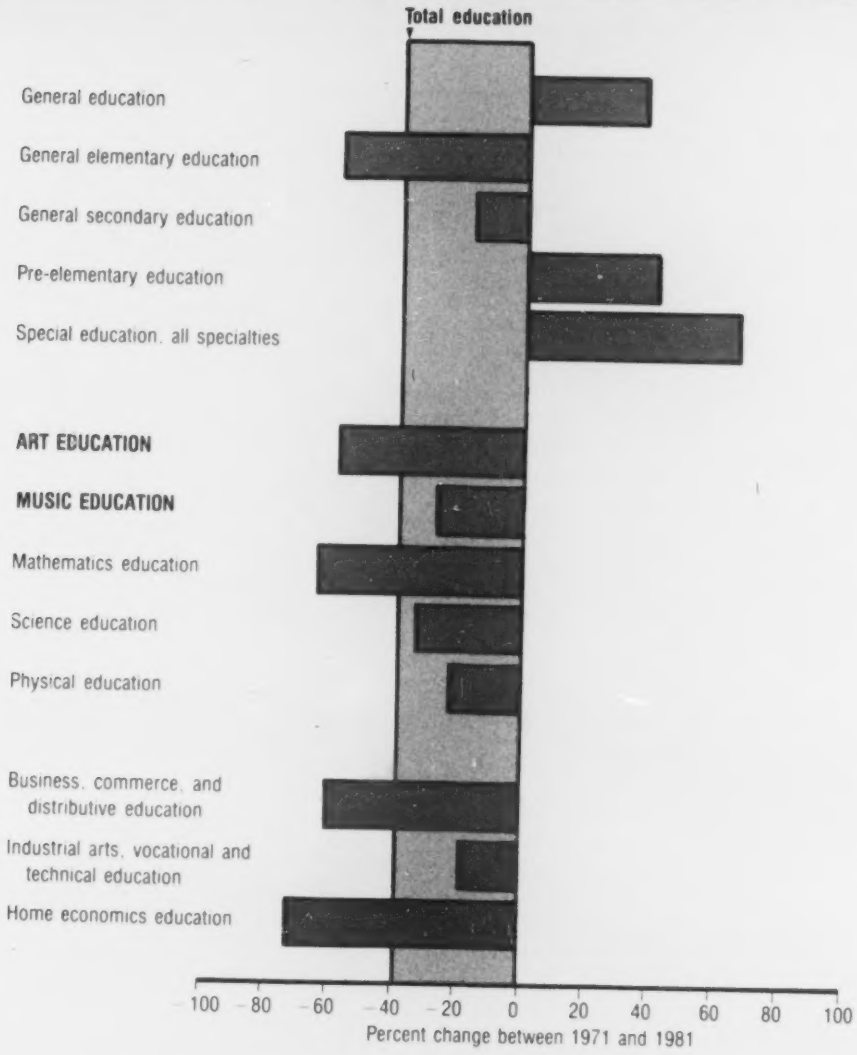


Table 2.2

Associate degrees and other awards based on occupational curriculums, by length and type of curriculum and by year: 1977-78, 1978-79, 1979-80, 1980-81

Curriculum	Number of awards				Percentage change between 1977-78 & 1980-81
	1977-78	1978-79	1979-80	1980-81	
Occupational curriculums, total combined	352,038	352,708	353,333	374,820	6.5%
at least 2 years but less than 4 years	278,969	278,632	278,555	287,416	3.0%
at least 1 year but less than 2 years	73,069	74,076	74,778	87,404	19.6%
Science and engineering curriculums	194,270	193,507	193,532	214,776	10.6%
at least 2 years but less than 4 years	144,966	143,799	144,703	155,844	7.5%
at least 1 year but less than 2 years	49,304	49,708	48,829	58,932	19.5%
Data processing technologies	10,830	12,454	15,147	19,003	75.7%
at least 2 years but less than 4 years	9,339	10,833	12,560	15,534	66.3%
at least 1 year but less than 2 years	1,491	1,621	2,587	3,469	32.6%
Health services and paramedical technologies	90,575	90,022	86,647	86,815	-4.2%
at least 2 years but less than 4 years	68,447	68,208	66,452	64,479	-5.8%
at least 1 year but less than 2 years	22,128	21,814	20,195	22,336	1.0%
Natural science technologies	21,248	19,743	19,214	19,643	-7.6%
at least 2 years but less than 4 years	15,980	14,843	14,431	14,554	-8.9%
at least 1 year but less than 2 years	5,268	4,900	4,783	5,089	-3.4%
Mechanical and engineering technologies	71,617	71,288	72,524	89,315	24.7%
at least 2 years but less than 4 years	51,200	49,915	51,260	61,277	19.7%
at least 1 year but less than 2 years	20,417	21,373	21,264	28,038	37.3%
Non-science- and non-engineering-related curriculums	157,768	159,201	159,801	160,044	1.4%
at least 2 years but less than 4 years	134,003	134,833	133,852	131,572	1.8%
at least 1 year but less than 2 years	23,765	24,368	25,949	28,472	19.8%
Business and commerce technologies	115,851	121,261	124,485	127,057	9.7%
at least 2 years but less than 4 years	96,930	100,214	102,557	102,604	5.9%
at least 1 year but less than 2 years	18,921	21,047	21,928	24,453	29.2%
APPLIED ARTS, GRAPHIC ARTS, AND FINE ARTS	6,687	7,150	8,441	9,434	41.0%
at least 2 years but less than 4 years	5,460	6,134	7,162	8,425	54.3%
at least 1 year but less than 2 years	1,227	1,016	1,279	1,009	-17.8%
Public-service-related technologies	41,917	37,940	35,316	32,987	-21.3%
at least 2 years but less than 4 years	37,073	34,619	31,295	28,968	-21.9%
at least 1 year but less than 2 years	4,844	3,321	4,021	4,019	-17.7%

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Associate Degrees and Other Formal Awards Below the Baccalaureate, 1977-78;* U.S. Department of Education, National Center for Education Statistics, *Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79, 1979-80, 1980-81.*

REPRINTED FROM: Grant, W. Vance, and Eiden, Leo J., Digest of Education Statistics, 1980, p. 136-137, *Digest of Education Statistics, 1981,* p. 135-136, *Digest of Education Statistics, 1982,* p. 135-136, *Digest of Education Statistics, 1983,* p. 162-163.

NOTE: These numbers were reported as meeting the following condition: "The curriculum leads to ANY type of formal recognition (certificate, associate degree, diploma, a transcript recognizing successful completion, a statement of completion from an administrator of the institution, or other FORMAL recognition) signifying that the student has completed an organized curriculum; or the state grants a license or other formal recognition upon examination to all graduates of the curriculum."

Chart 2.2

Percentage change in associate degrees and other awards based on occupational curriculums: 1977-78 and 1980-81

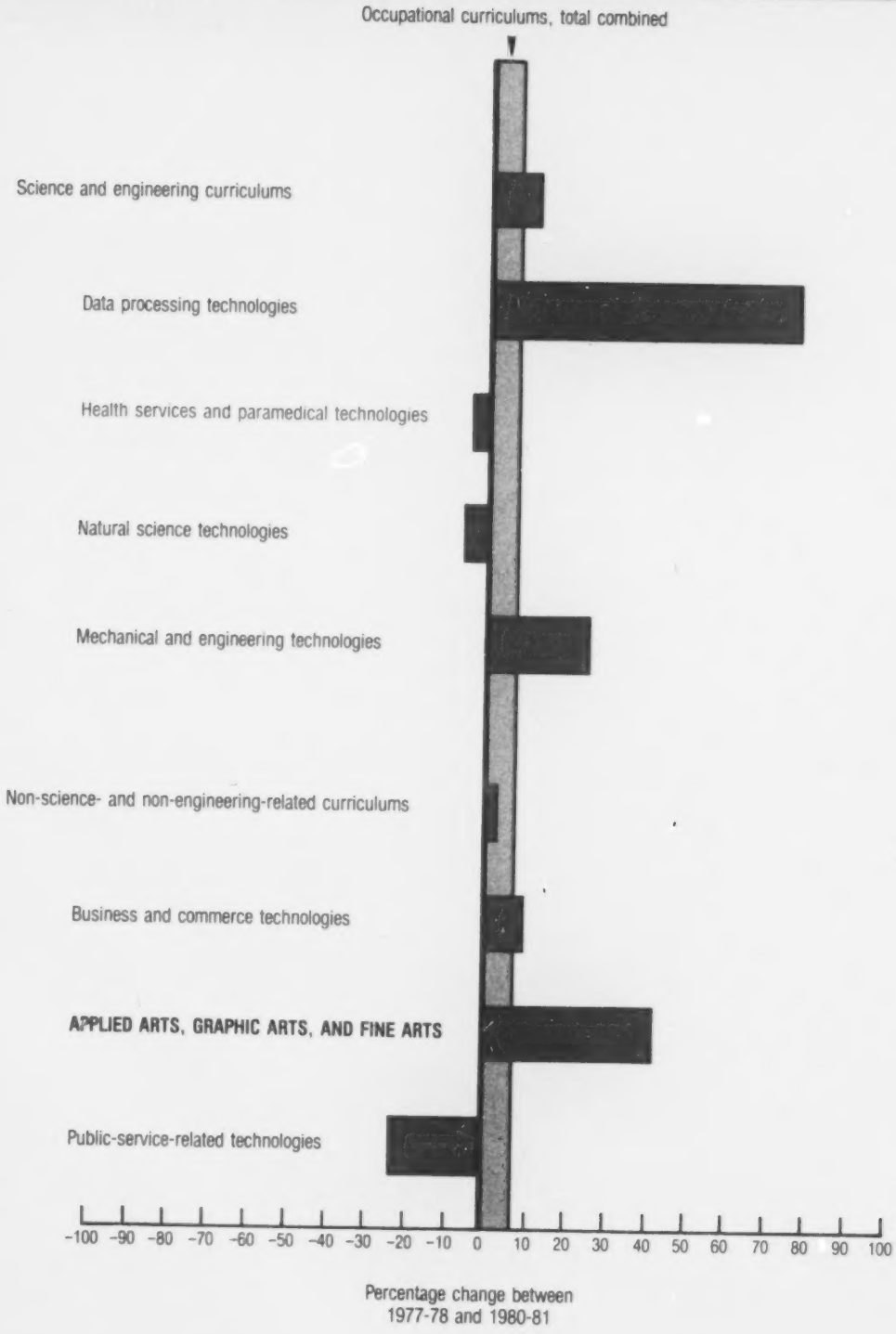

Occupational curriculums, total combined
Science and engineering curriculums
Data processing technologies
Health services and paramedical technologies
Natural science technologies
Mechanical and engineering technologies
Non-science- and non-engineering-related curriculums
Business and commerce technologies
APPLIED ARTS, GRAPHIC ARTS, AND FINE ARTS
Public-service-related technologies
-100 -90 -80 -70 -60 -50 -40 -30 -20 -10 0 10 20 30 40 50 60 70 80 90 100
Percentage change between
1977-78 and 1980-81

Table 2.3

Bachelor's degrees conferred in selected fields by institutions of higher education, by year and field of study: United States, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82

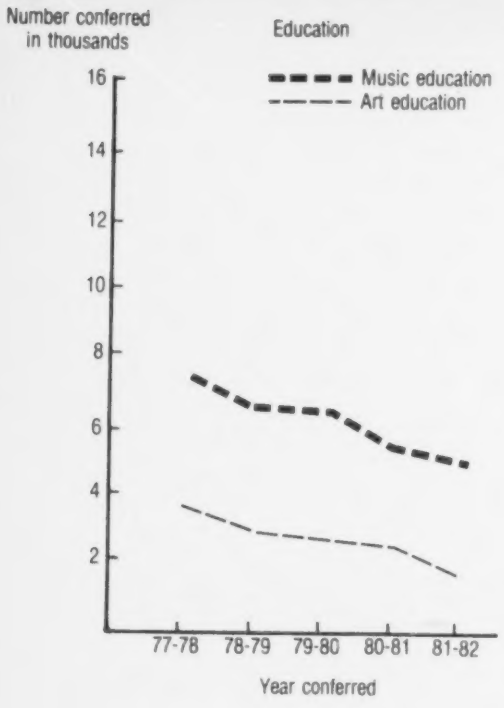
Major field of study	Bachelor's Degrees Requiring 4 or 5 Years				
	77-78	78-79	79-80	80-81	81-82
All fields	921,204	921,390	929,417	935,140	952,998
Education (all fields)	136,079	126,006	118,102	108,265	101,063
Music education	7,376	6,681	6,220	5,332	4,915
Art education	3,637	3,103	2,606	2,392	1,897
Fine and applied arts	40,951	40,969	40,892	40,479	40,422
Fine arts, general	4,639	4,851	4,310	4,440	3,834
Art	14,099	13,264	13,221	12,617	11,515
Art history and appreciation	1,826	2,082	1,966	1,836	1,975
Music (performing, composition, theory)	5,235	5,560	5,405	5,342	5,138
Music (liberal arts program)	3,597	3,256	3,341	3,066	3,137
Music history and appreciation	169	183	204	229	143
Dramatic arts	5,043	5,016	5,191	5,334	5,286
Dance	886	808	818	767	795
Applied design	3,523	3,822	4,163	4,584	4,747
Cinematography	651	692	579	604	692
Photography	959	1,005	1,037	1,071	1,068
Other	324	430	657	589	2,092
Religious music	294	277	262	300	317

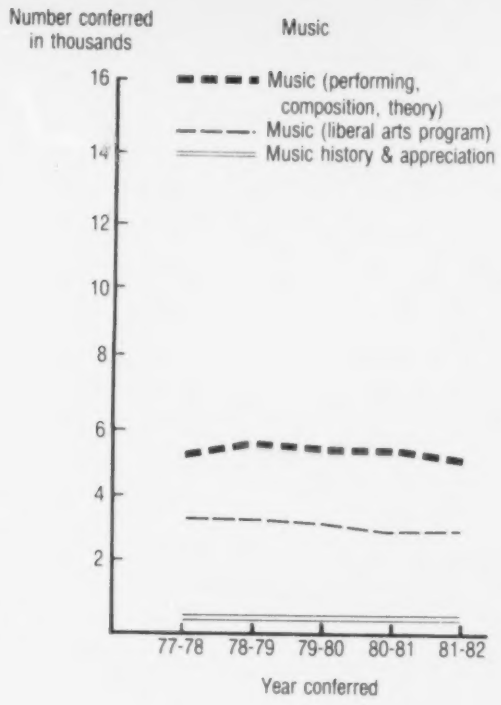
NOTE: Caution should be exercised in comparing yearly figures when the actual number of degrees conferred in a major field of study is small.

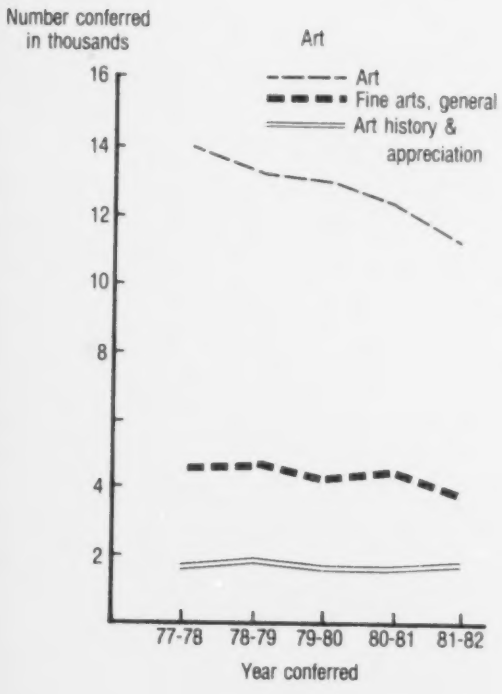
SOURCE: Grant, W. Vance, and Eiden, Leo J., *Digest of Education Statistics, 1980*, p. 120-124; *Digest of Education Statistics, 1981*, p. 119-122; *Digest of Education Statistics, 1982*, p. 117-121; and unpublished tables by National Center for Education Statistics.

Chart 2.3

Bachelor's degrees conferred in selected fields by institutions of higher education, by year and field of study: United States, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82







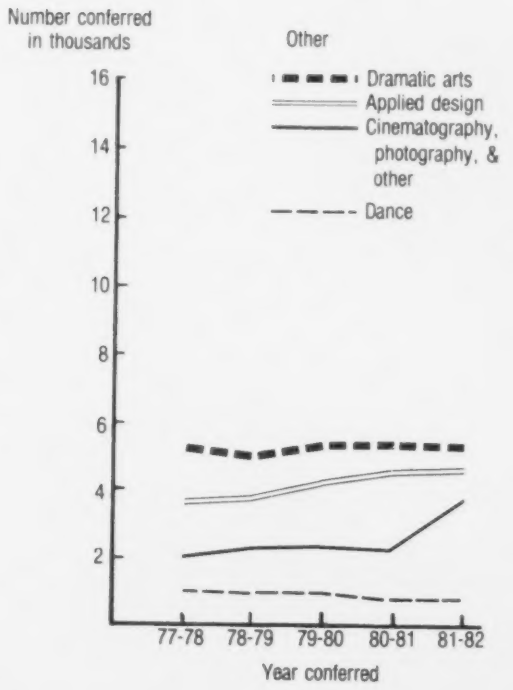


Table 2.4

Master's degrees conferred in selected fields by institutions of higher education, by year and field of study: United States, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82

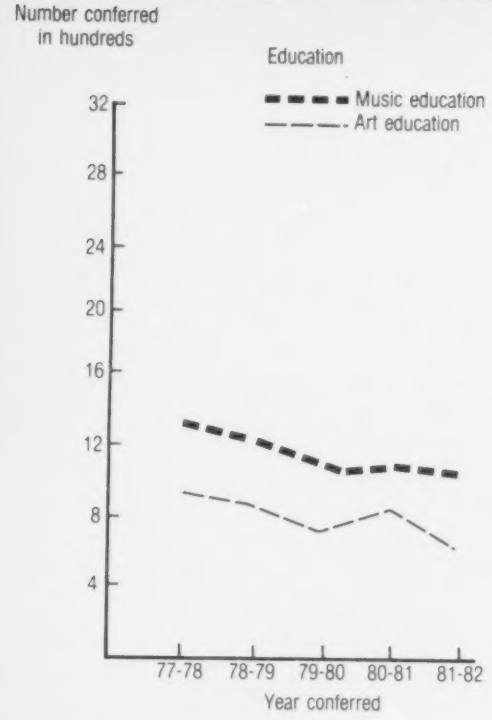
Major field of study	Master's Degrees				
	77-78	78-79	79-80	80-81	81-82
All fields	311,620	301,079	298,081	296,738	295,546
Education (all fields)	118,582	111,536	103,453	96,381	93,104
Music education	1,355	1,282	1,149	1,127	1,084
Art education	966	916	780	870	673
Fine and applied arts	9,036	8,524	8,708	8,629	8,746
Fine arts, general	668	586	651	712	557
Art	2,333	2,132	2,177	2,109	1,873
Art history and appreciation	406	404	346	349	410
Music (performing, composition, theory)	2,668	2,589	2,663	2,690	2,596
Music (liberal arts program)	698	601	619	514	660
Music history and appreciation	98	117	135	128	105
Dramatic arts	1,295	1,159	1,117	1,275	1,258
Dance	205	247	244	245	269
Applied design	282	328	315	260	347
Cinematography	147	150	132	138	159
Photography	89	72	85	77	84
Other	147	139	224	132	428
Religious music	142	158	219	209	183

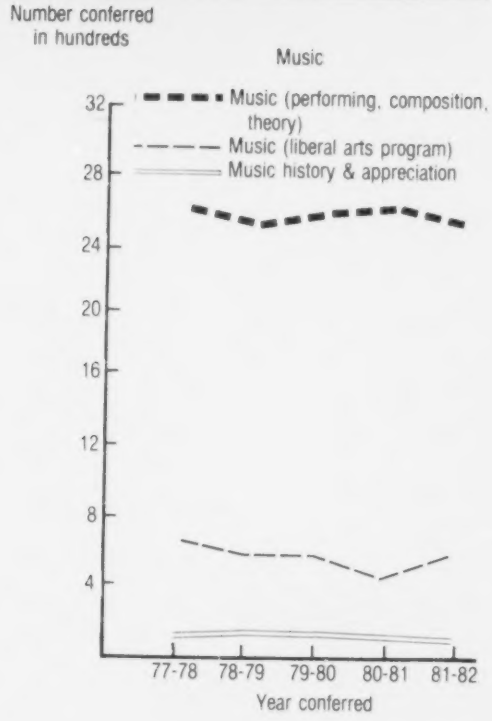
NOTE: Caution should be exercised in comparing yearly figures when the actual number of degrees conferred in a major field of study is small.

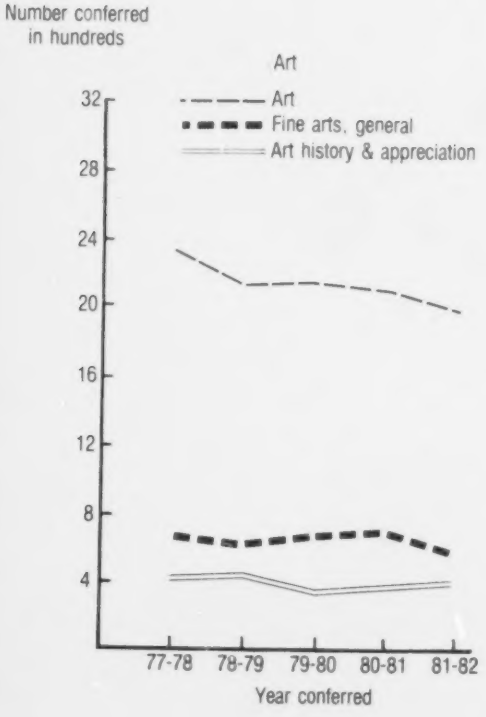
SOURCE: Grant W. Vance, and Eiden, Leo J., *Digest of Education Statistics, 1980*, p. 120-124; *Digest of Education Statistics, 1981*, p. 119-122; *Digest of Education Statistics, 1982*, p. 117-121; and unpublished tables by National Center for Education Statistics.

Chart 2.4

Master's degrees conferred in selected fields by institutions of higher education, by year and field of study: United States, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82







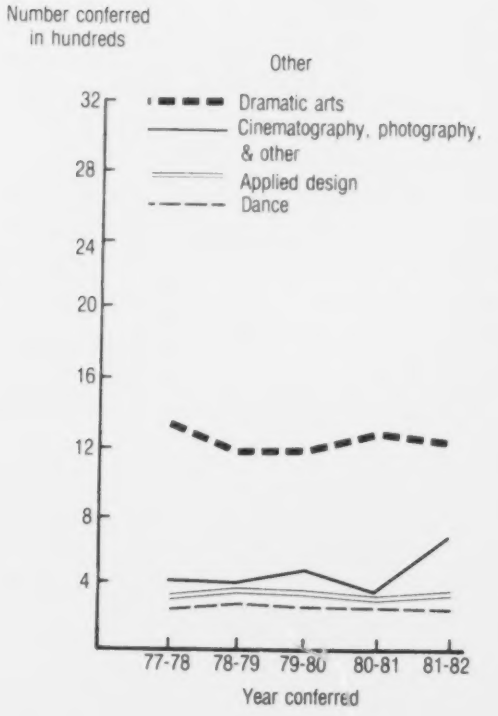


Table 2.5

Doctor's degrees conferred in selected fields by institutions of higher education, by year and field of study: United States, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82

Major field of study	Doctor's Degrees				
	77-78	78-79	79-80	80-81	81-82
All fields	32,131	32,730	32,615	32,968	32,707
Education (all fields)	7,586	7,731	7,940	7,900	7,676
Music education	66	90	105	68	89
Art education	40	47	41	56	43
Fine and applied arts	708	700	655	654	670
Fine arts, general	76	29	31	41	40
Art	6	9	2	11	12
Art history and appreciation	109	119	123	110	95
Music (performing, composition, theory)	266	327	289	276	298
Music (liberal arts program)	88	76	72	85	79
Music history and appreciation	41	40	41	20	29
Dramatic arts	116	86	91	97	93
Dance	—	5	3	7	4
Applied design	1	2	1	2	1
Cinematography	2	6	1	4	8
Photography	1	1	1	—	—
Other	2	—	—	1	11
Religious music	5	8	16	18	10

NOTE: Caution should be exercised in comparing yearly figures when the actual number of degrees conferred in a major field of study is small.

SOURCE: Grant, W. Vance, and Eiden, Leo J., *Digest of Education Statistics, 1980*, p. 120-124; *Digest of Education Statistics, 1981*, p. 119-122; *Digest of Education Statistics, 1982*, p. 117-121; and unpublished tables by National Center for Education Statistics.

Achievement Tests

Table 3.1

National Assessment of Educational Progress in ART for ages 9, 13, and 17, by selected characteristics of participants: United States, 1974-75 and 1978-79

Selected characteristics of participants	Age 9			Age 13			Age 17[1]		
	Mean % correct		Mean change	Mean % correct		Mean change	Mean % correct		Mean change
	1974–75	1978–79		1974–75	1978–79		1974–75	1978–79	
1	2	3	4	5	6	7	8	9	10
All participants	36.9	37.6	0.7	49.9	47.7	−2.2	56.3	54.4	−1.9
Region:									
Northeast	38.8	39.0	0.3	51.6	50.8	−0.8	58.0	55.6	−2.4
Southeast	33.9	36.0	2.1	46.8	44.6	−2.2	53.4	51.7	−1.7
Central	38.3	36.8	−1.5	51.8	47.4	−4.4	57.3	54.0	−3.3
West	35.8	38.3	2.4	48.7	47.6	−1.2	55.8	55.8	0.0
Sex:									
Male	38.0	39.1	1.1	49.2	47.4	−1.8	55.0	53.1	−1.9
Female	35.8	36.0	0.3	50.5	48.0	−2.6	57.5	55.5	−2.0
Race:									
Black	33.5	33.7	0.3	44.2	41.2	−2.9	48.5	48.3	−0.2
White	37.7	38.4	0.8	51.2	49.1	−2.1	57.6	55.3	−2.2
Hispanic	34.1	34.1	0.0	43.2	44.0	0.7	51.3	50.5	−0.8
Parental education:									
Not high school graduate	33.6	34.8	1.2	44.7	43.5	−1.2	50.7	48.9	−1.7
Graduated high school	36.4	37.6	1.3	48.7	46.3	−2.4	54.8	51.8	−3.0
Post high school	41.1	42.1	1.0	54.7	52.0	−2.7	60.4	57.8	−2.6
Size and type of community:									
Extreme rural	35.0	35.0	0.1	45.7	45.0	−0.6	55.1	48.3	−6.8
Low metropolitan	33.7	34.8	1.1	47.2	43.1	−4.1	53.3	50.7	−2.6
High metropolitan	42.3	41.7	−0.6	55.4	51.1	−4.3	61.3	59.2	−2.0
Main big city	35.8	36.9	1.1	48.2	47.1	−1.1	55.9	54.2	−1.7
Urban fringe	40.3	38.3	−2.0	53.4	47.4	−5.9	58.0	56.2	−1.7
Medium city	36.2	37.5	1.3	49.2	48.0	−1.2	56.0	55.2	−0.9
Small place	35.5	37.5	2.0	48.8	47.8	−0.9	55.5	53.1	−2.4

[1]All participants of this age were in school.

NOTE.—The mean change is equal to the difference in the mean correct for each year but may differ in this table due to rounding.

SOURCE: National Assessment of Educational Progress, *Art and Young Americans, 1974–79: Results from the Second National Art Assessment*, 1981.

REPRINTED FROM: Grant, Vance W., and Eiden, Leo J., *Digest of Education Statistics, 1982*, p. 31.

Chart 3.1

National Assessment of Educational Progress in ART for ages 9, 13, and 17: United States, 1974-75 and 1978-79.

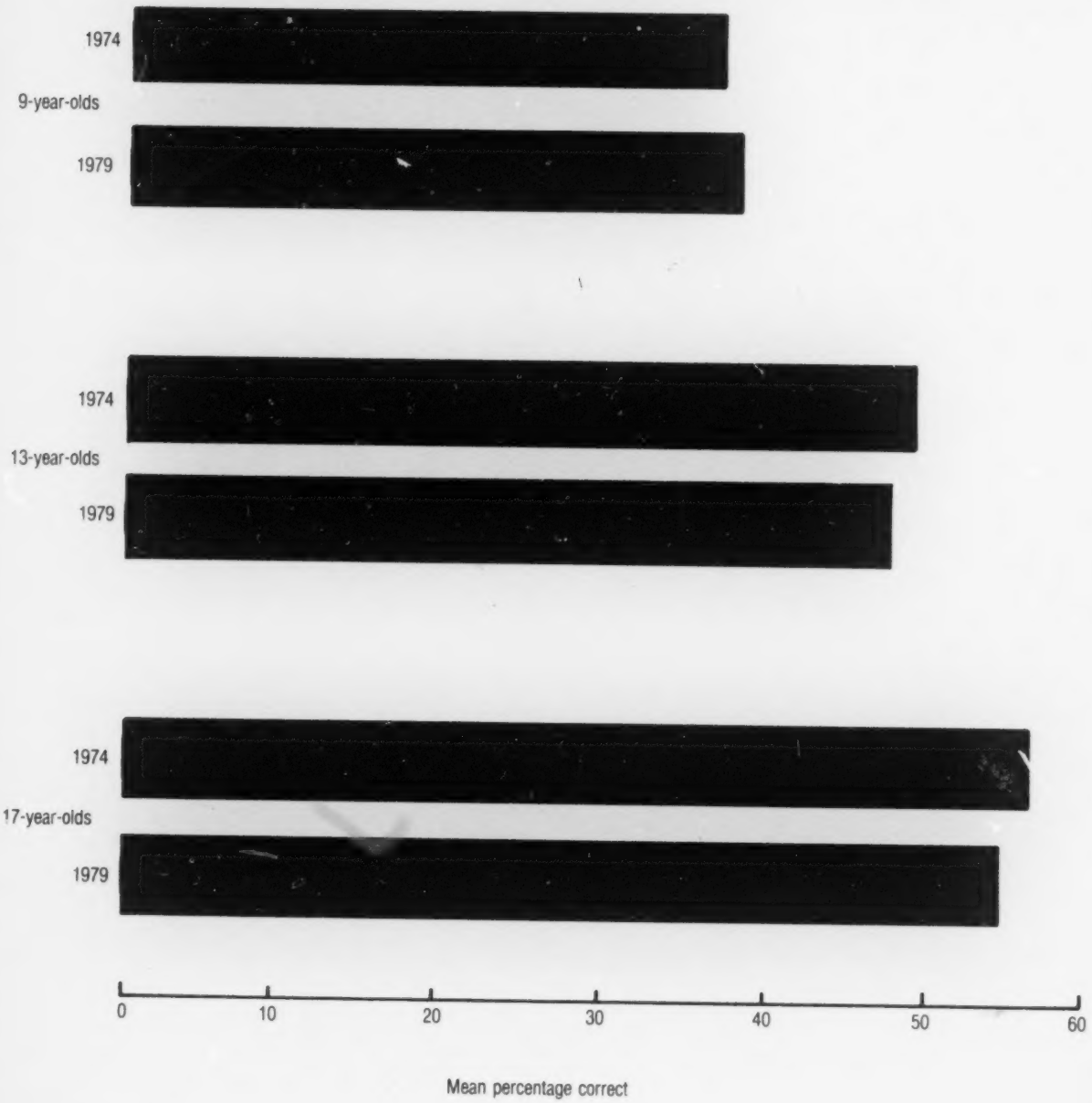


Table 3.2

National Assessment of Educational Progress in MUSIC for ages 9, 13, and 17, by selected characteristics of participants: United States, 1971-72 and 1978-79

Selected characteristics of participants	Age 9			Age 13			Age 17[1]		
	Mean % correct		Mean change	Mean % correct		Mean change	Mean % correct		Mean change
	1971-72	1978-79		1971-72	1978-79		1971-72	1978-79	
1	2	3	4	5	6	7	8	9	10
All participants	**53.6**	**50.3**	**-3.3**	**41.8**	**41.3**	**-0.5**	**45.7**	**43.2**	**-2.5**
Region									
Northeast	56.5	51.7	-4.8	42.1	41.8	-0.4	46.6	43.3	-3.3
Southeast	51.0	47.2	-3.9	40.0	39.4	-0.7	43.8	41.3	-2.6
Central	55.0	52.0	-3.1	43.3	42.4	-0.9	47.3	44.1	-3.2
West	51.3	50.4	-1.0	41.3	41.6	0.3	44.4	43.9	-0.5
Sex									
Male	52.8	49.9	-3.0	40.4	40.2	-0.2	44.4	41.6	-2.8
Female	54.3	50.8	-3.5	43.2	42.4	-0.8	45.9	44.6	-2.2
Race									
Black	43.3	41.0	-2.3	36.1	35.6	-0.4	38.1	36.5	-1.5
White	56.0	52.3	-3.6	42.9	42.4	-0.5	47.0	44.4	-2.6
Hispanic	45.1	42.8	-2.3	36.6	35.1	-1.5	36.4	36.4	0.0
Parental education									
Not high school graduate	48.1	44.2	-3.9	38.5	36.8	-1.7	40.2	37.3	-2.9
Graduated high school	53.5	50.5	-3.0	41.8	40.9	-0.9	45.0	41.1	-4.0
Post high school	58.4	54.6	-3.8	45.2	44.2	-1.0	49.2	46.5	-2.7
Size and type of community									
Extreme rural	51.7	45.8	-5.9	40.9	39.3	-1.6	43.4	40.4	-3.0
Low metropolitan	43.4	42.0	-1.4	36.5	35.1	-1.4	40.7	37.9	-2.8
High metropolitan	59.8	56.0	-3.8	45.2	45.5	0.3	49.5	46.5	-3.0
Main big city	48.9	49.1	0.2	40.8	40.3	-0.4	44.5	42.7	-1.8
Urban fringe	56.4	52.9	-3.6	42.4	43.2	0.8	47.0	43.2	-3.8
Medium city	55.9	49.2	-6.8	41.7	40.0	-1.6	47.2	43.5	-3.6
Small place	53.2	50.2	-2.9	41.8	41.1	-0.7	44.8	43.3	-1.6

[1] All participants of this age were in school.

NOTE.—The mean change is equal to the difference in the mean correct for each year but may differ in this table due to rounding.

SOURCE: National Assessment of Educational Progress. *Music 1971-79: Results from the Second National Music Assessment.* 1981.

REPRINTED FROM: Grant, Vance W., and Eiden, Leo J., *Digest of Education Statistics, 1982*, p. 30.

Chart 3.2

National Assessment of Educational Progress in MUSIC for ages 9, 13, and 17: United States, 1971-72 and 1978-79

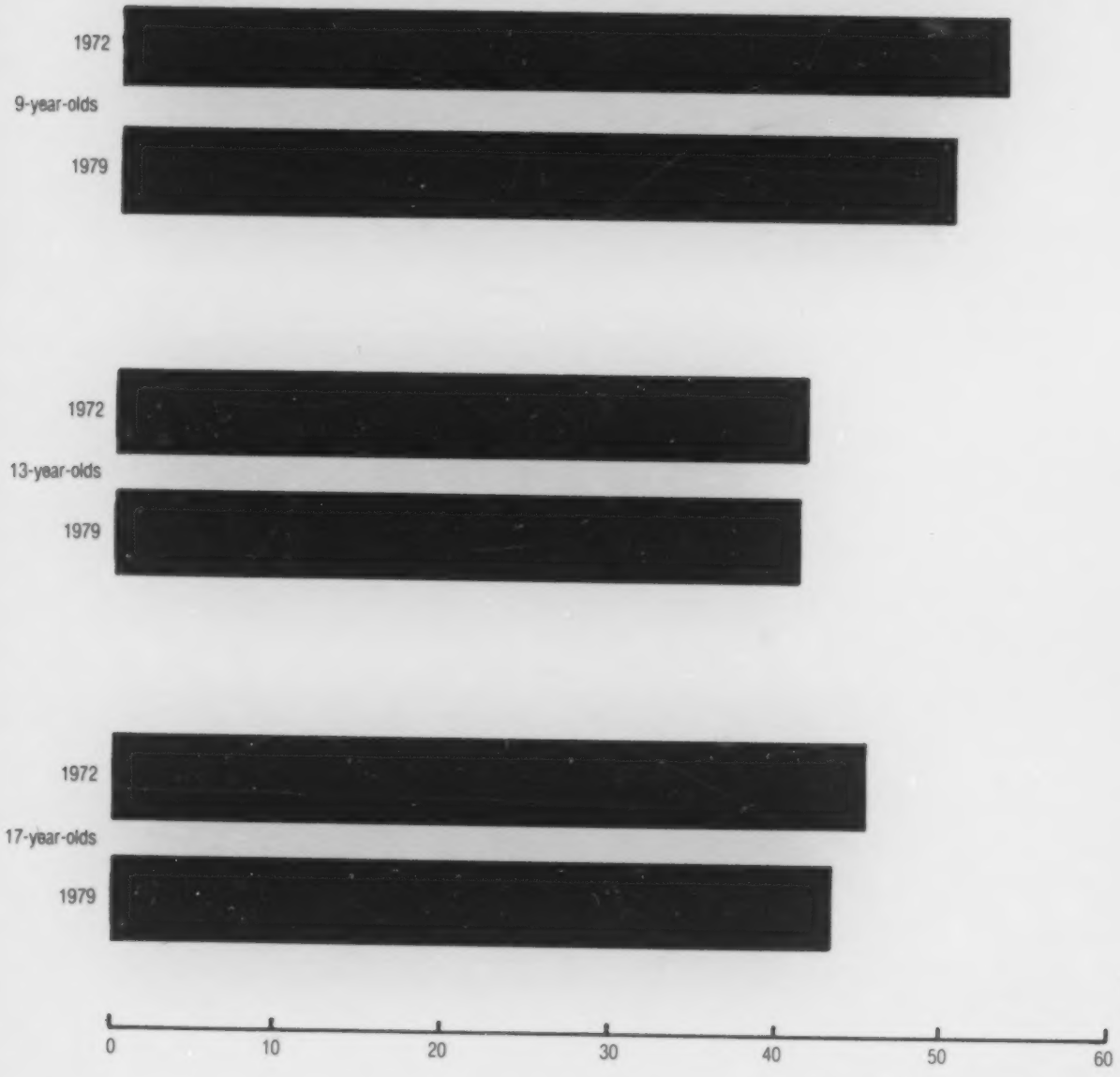


Table 3.3

Scholastic Aptitude Test (SAT) scores of college-bound seniors, by intended area of study: 1973 to 1981

Intended Area of Study	1973		1975		1977		1979		1981	
	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math
	Mean Test Score									
National total	**445**	**481**	**434**	**472**	**429**	**470**	**427**	**467**	**424**	**466**
Art and humanities	–	–	–	–	444	460	436	452	434	453
Architecture/ environmental design	438	515	430	507	425	505	418	495	414	489
ART	440	451	435	445	412	425	404	421	403	421
English/literature	500	481	488	465	504	478	505	478	507	482
Foreign language	491	498	481	486	481	483	475	476	474	477
MUSIC	465	487	448	464	445	463	437	456	435	454
Philosophy and religion	479	500	469	484	467	487	465	482	463	481
THEATER ARTS	–	–	–	–	447	438	437	433	439	436
Biological sciences and related areas	–	–	–	–	438	479	435	472	433	472
Agriculture	427	471	423	459	418	457	408	443	404	440
Biological sciences	493	533	481	525	475	515	472	507	471	504
Forestry/conservation	–	–	–	–	426	467	420	456	418	452
Health and medical	–	–	–	–	433	474	430	469	428	469
Nursing and health	419	444	410	444	–	–	–	–	–	–
Business, commerce, and communication	–	–	–	–	412	454	408	448	406	446
Business and commerce	409	463	406	461	402	453	400	447	398	446
Communications	476	483	458	461	459	460	448	449	443	446
Physical sciences and related areas	–	–	–	–	454	549	448	535	443	527
Computer science/systems analysis	–	–	–	–	422	505	419	498	416	492
Engineering	460	548	450	541	448	546	445	536	446	534
Mathematics	481	595	463	580	464	588	459	580	456	572
Physical sciences	505	570	501	565	500	572	498	561	498	558
Social sciences and related areas	–	–	–	–	432	453	429	449	429	449
Education	**418**	**449**	**405**	**434**	**400**	**426**	**392**	**420**	**391**	**418**
Ethnic studies	–	–	–	–	381	396	372	386	381	395
Geography	–	–	–	–	421	473	438	481	422	474
History and cultures	–	–	–	–	478	474	478	471	482	472
Home economics	413	441	409	442	399	428	389	417	383	411
Library science	–	–	–	–	478	453	476	448	464	431
Military science	–	–	–	–	435	489	434	481	433	474
Psychology	–	–	–	–	444	455	435	447	433	447
Social sciences	476	490	465	476	456	474	455	472	456	474
Miscellaneous	–	–	–	–	431	473	420	458	420	459
Other	–	–	–	–	422	458	396	430	395	431
Trade and vocational	400	450	370	405	357	400	353	394	350	391
Undecided	–	–	–	–	448	491	441	480	440	480
Other/undecided	446	489	438	477	–	–	–	–	–	–

– Not available.

Note: 1973 and 1975 data are based on a 10 percent random sample.

Source: College Entrance Examination Board, *A Summary of SAT Score Statistics for College Board Candidates, 1976, National Report, College-Bound Seniors, 1979, 1981,* and unpublished tabulations of the College Board, copyright.

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Chart 3.3a

Scholastic Aptitude Test (SAT) score averages for college-bound seniors

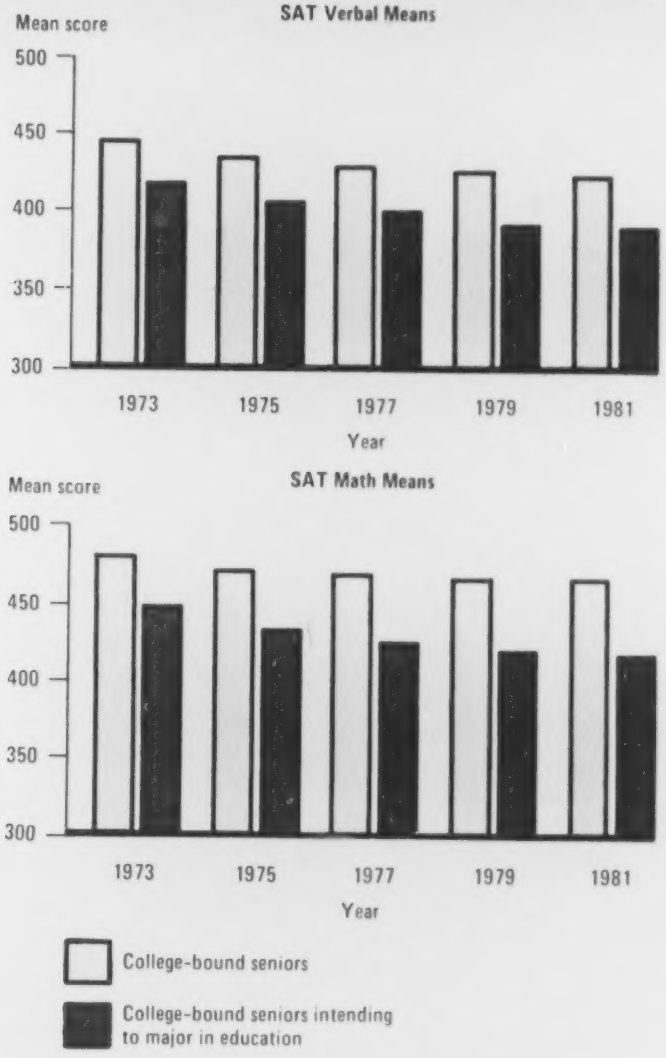
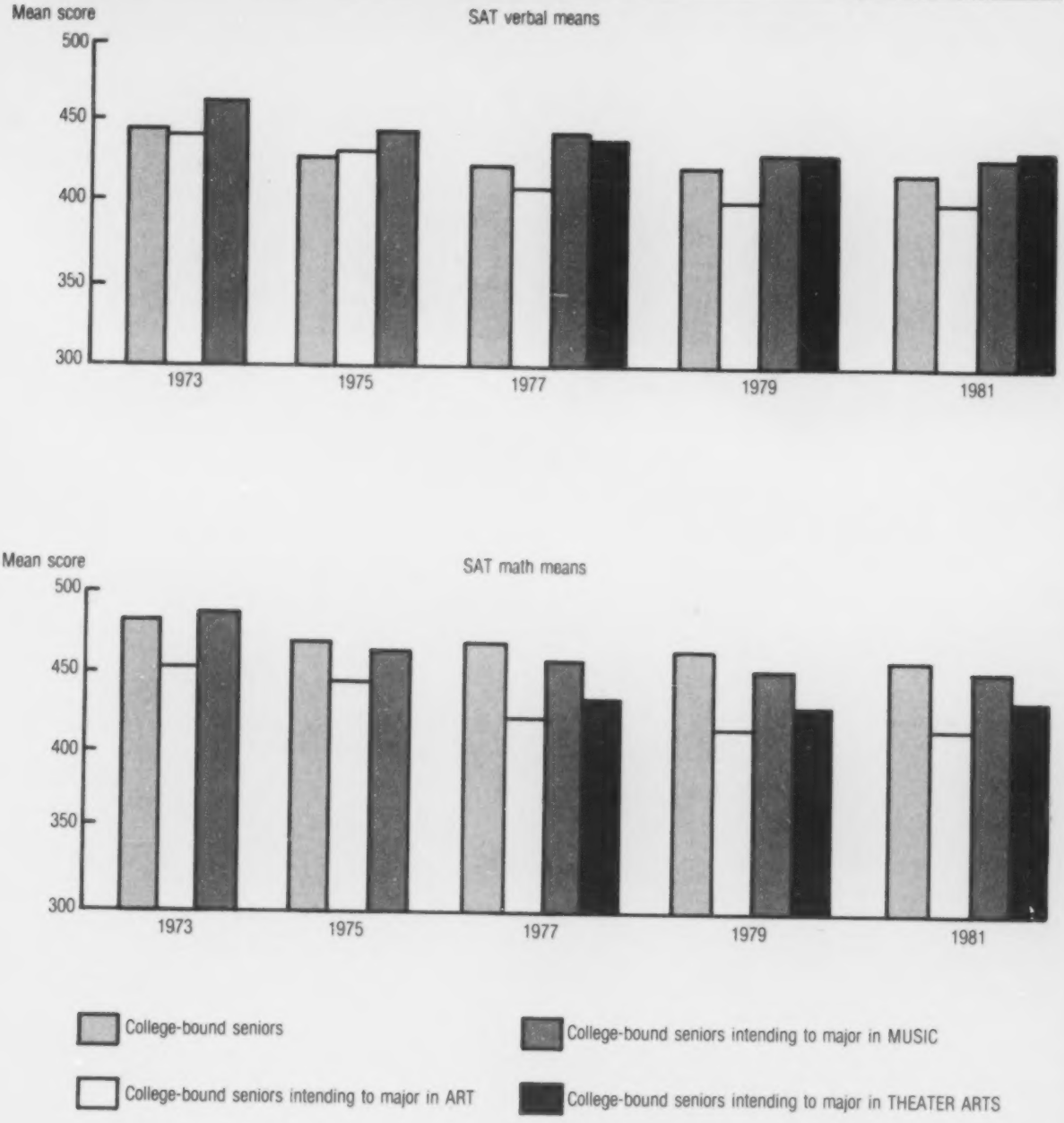


Chart 3.3b

Scholastic Aptitude Test (SAT) score averages for college bound seniors intending to major in ART, MUSIC and THEATER ARTS: 1973 to 1981



NOTE: Data is not available for theater arts for years 1973 and 1975. For details, see Scholastic Aptitude Test (SAT) Scores of College-bound Seniors, by Intended Area of Study: 1971 to 1981, Chart 3.3.

Participation in the Arts

Table 4.1

Student participation in school-related activites, grades 7 through 12: United States, 1983

Activities	% All	% Males	% Females
1. Athletic Teams/Clubs	48.2	54.3	43.0
2. **BAND/ORCHESTRA**	20.7	20.9	20.4
3. **CHOIR/CHORAL GROUPS**	17.6	9.1	24.9
4. Career-Oriented Clubs	15.2	10.2	19.5
5. Language Clubs	12.0	8.5	15.0
6. **DRAMA/THEATER**	11.8	8.0	15.0
7. Pep Club	11.7	6.2	16.4
8. School Publications	11.5	9.6	13.1
9. Student Council/Government	10.6	5.6	15.0
10. Service/Volunteer Groups	10.2	6.2	13.7
11. National Honor Society	7.9	7.8	7.9
12. Other Honorary Societies	6.7	4.7	8.5
13. Debate/Speech	6.6	4.9	8.1
14. Cheerleading	5.8	.5	10.4
15. Science Clubs	5.2	6.2	4.2
16. None	17.7	20.5	15.2

SOURCE: National Association of Secondary School Principals (NASSP). *The Mood of American Youth, p. 17. Copyright* © 1984 NASSP. Used by permission of NASSP. All rights reserved.

NOTE: Students were asked to check all school activities in which they were participating during the "current" school year.

Table 4.2

Selected statistics on the educational experiences and extracurricular activities of high school seniors: United States, Spring 1980

[Percentage distribution]

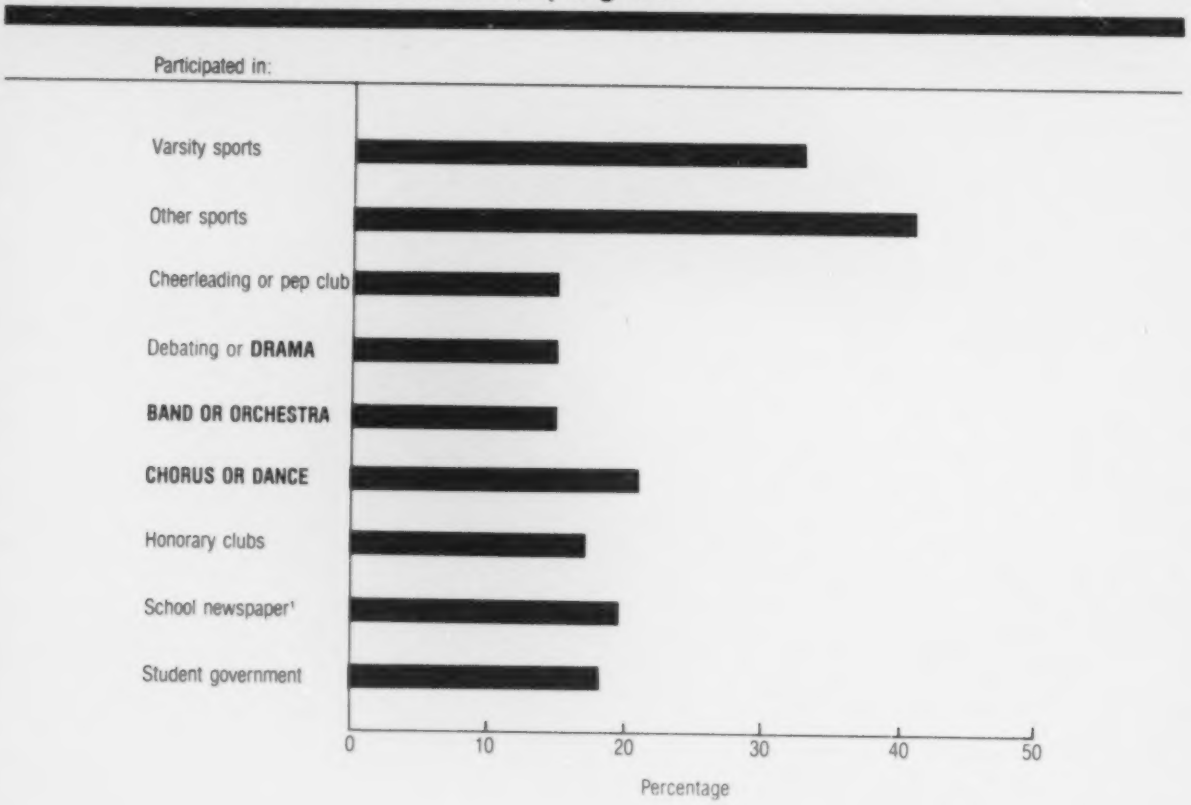
Item	High school seniors							
	Total	Boys	Girls	White non-Hispanic	Black non-Hispanic	Hispanic	American Indian/ Alaskan Native	Asian or Pacific Islander
1	2	3	4	5	6	7	8	9
Participated in varsity sports:								
Yes	35.1	46.7	24.3	34.8	35.5	32.8	42.1	29.5
No	63.7	52.0	74.5	63.9	60.8	63.9	57.8	68.4
Not reported	1.2	1.2	1.2	1.2	3.7	3.3	1	2.1
Participated in other sports:								
Yes	41.0	50.6	32.1	40.6	42.6	38.6	51.9	38.4
No	57.2	47.4	66.2	57.6	52.5	57.1	47.6	59.4
Not reported	1.9	2.1	1.7	1.9	4.9	4.3	6	2.1
Participated in cheerleading or pep club:								
Yes	14.7	4.4	24.4	14.6	16.7	11.6	16.7	14.2
No	83.1	92.8	74.1	83.3	77.8	83.1	81.6	83.3
Not reported	2.1	2.8	1.6	2.1	5.5	5.2	1.7	2.5
Participated in debating or **DRAMA**:								
Yes	14.8	12.1	17.1	15.0	14.0	10.1	17.7	12.3
No	83.1	85.3	81.1	82.9	80.2	84.8	80.7	84.8
Not reported	2.2	2.6	1.9	2.1	5.8	5.1	1.6	2.9
Participated in **BAND** or **ORCHESTRA**:								
Yes	14.7	13.6	15.6	14.7	15.1	11.3	10.6	17.3
No	82.8	83.5	82.1	82.9	78.4	83.6	87.5	78.9
Not reported	2.6	2.8	2.3	2.3	6.4	5.2	1.8	3.8
Participated in **CHORUS** or **DANCE**:								
Yes	20.7	12.4	28.4	19.8	27.6	17.3	22.4	20.0
No	75.4	83.4	68.0	76.7	63.9	76.1	72.5	75.4
Not reported	3.9	4.3	3.4	3.5	8.5	6.6	5.1	4.6
Participated in honorary clubs:								
Yes	16.7	13.5	19.7	17.4	12.8	11.3	13.1	22.7
No	81.0	83.8	78.4	80.5	80.9	83.5	84.1	74.6
Not reported	2.3	2.7	1.9	2.1	6.3	5.3	2.8	2.6
Participated in school newspaper:								
Yes	19.4	15.0	23.4	19.7	16.6	15.0	24.9	20.7
No	78.1	82.2	74.4	78.0	76.9	80.1	72.2	75.8
Not reported	2.5	2.8	2.1	2.3	6.5	4.9	2.9	3.5
Participated in student government:								
Yes	18.0	15.3	20.6	17.3	21.6	15.9	19.9	22.9
No	79.5	81.6	77.4	80.3	71.8	78.9	76.2	73.8
Not reported	2.5	3.0	2.0	2.3	6.6	5.2	3.9	3.3

NOTE—Because of rounding, percents may not add to 100.0.
SOURCE: U.S. Department of Education National Center for Education Statistics, survey of High School and Beyond, 1980.
REPRINTED FROM: Grant, W. Vance, and Eiden, Leo J., *Digest of Education Statistics 1982*, p. 72.

NOTE: Tabulations are from responses to the question, "Have you participated in any of the following activities either in or out of school this year?"

Chart 4.2

Percentages of high school seniors participating in selected educational experiences and extracurricular activities: United States, spring 1980



[1]Includes newspaper, magazine, yearbook, annual

Table 4.3

Musical activities of 9-, 13-, and 17-year-olds, by age group and sex: 1979

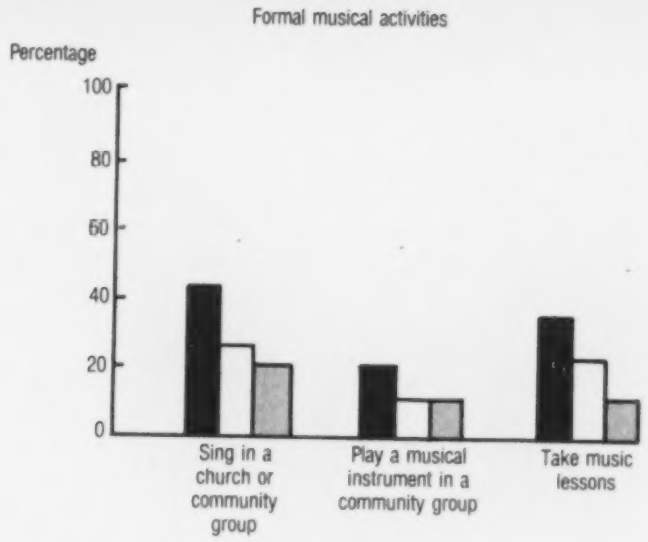
Item	9-Year-Olds			13-Year-Olds			17-Year-Olds		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
	Percent								
Musical activities in 1979:									
Listen to music	**38.3**	36.1	40.6	**90.3**	87.5	93.0	**98.5**	97.9	99.1
Sing by yourself just for fun	**45.3**	38.3	52.5	**60.1**	47.1	72.8	**71.2**	58.0	83.7
Sing with friends for fun	39.9	30.4	49.7	41.3	24.6	57.5	48.9	34.4	62.7
Sing in a church or community group	**43.6**	42.4	44.9	**26.8**	22.6	30.9	**20.3**	15.1	25.4
Play a musical instrument by yourself for fun	**35.3**	35.9	34.7	**40.3**	38.5	42.1	**39.2**	35.6	42.7
Play a musical instrument with friends for fun	26.2	26.0	26.4	22.5	22.0	23.0	21.6	22.1	21.0
Play a musical instrument in a community group	20.1	20.5	19.8	10.6	10.3	10.9	8.2	8.0	8.4
Take a music lesson	**36.3**	33.6	39.1	**23.0**	20.4	25.5	**11.9**	9.8	13.8
Make up your own music	50.3	47.4	53.4	36.7	36.1	37.2	28.3	30.0	26.7

Source: U.S. Department of Education, National Institute of Education, National Assessment of Educational Progress, *Music 1971-79: Results from the Second National Music Assessment*, November 1981.

REPRINTED FROM: National Center for Education Statistics, *The Condition of Education: 1982 Edition*, p. 190.

Chart 4.3

Musical activities of 9-, 13-, and 17-year-olds: 1979



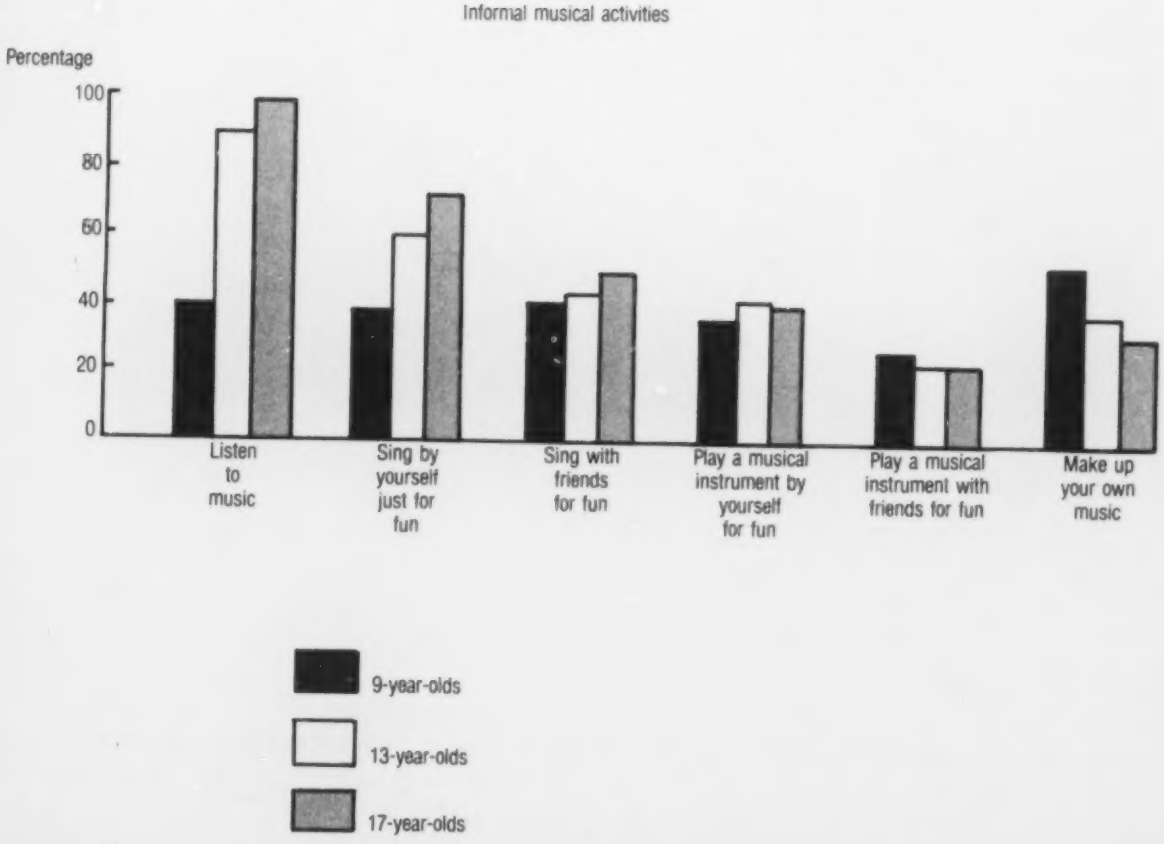


Table 4.4

Public involvement with the local schools: United States, 1983

Type of involvement	National totals	No Children in school	Public school parent	Nonpublic school parent
	%	%	%	%
Received any newsletter, pamphlet, or any other material telling what the local public schools are doing	32	22	58	38
Attended a local public school athletic event	25	18	42	28
ATTENDED A SCHOOL PLAY OR CONCERT IN ANY LOCAL PUBLIC SCHOOL	24	16	42	36
Met with any teachers or administrators in the local public school	21	4	62	44
Attended a PTA meeting	14	4	36	46
Attended any meeting dealing with the local public school situation	10	7	18	13
Attended a school board meeting	8	4	16	24
Written any letter to the school board, newspaper, or any other organization about the local school situation	4	3	6	5
None of the above	43	56	14	22
Don't know	4	4	2	6

NOTE: Figures add to more than 100% because of multiple responses.

SOURCE: 15th Annual Gallup Poll, *Phi Delta Kappan*, September 1983. Copyright © 1983 by *Phi Delta Kappan*, Inc. Used by permission of *Phi Delta Kappan*, Inc. All rights reserved.

NOTE: The percentages represents responses to the question, "Since September, which of the following, if any, have you yourself done?"

Chart 4.4

Public involvement with the local schools, selected items: United States, 1983

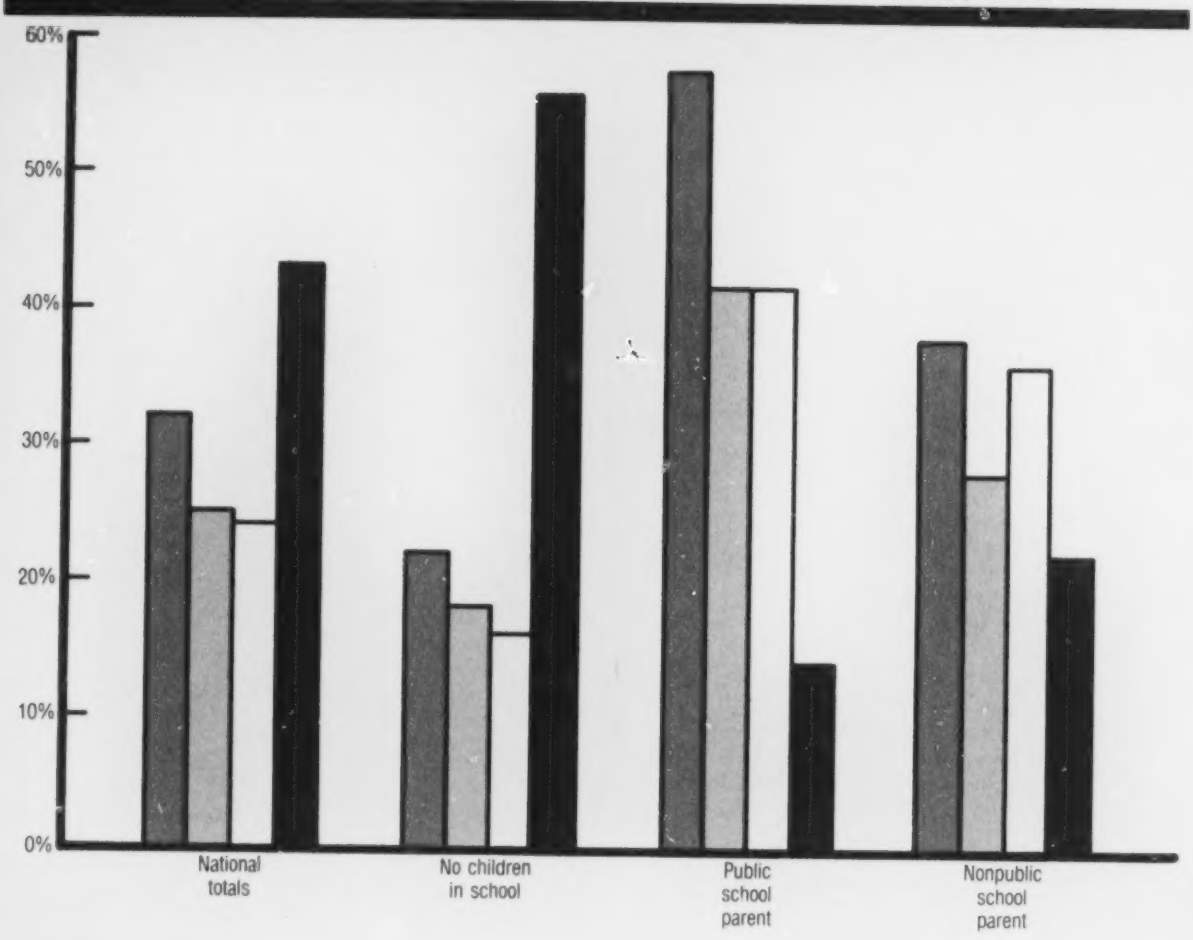


Table 4.5

Courses[1] taken by participants in adult education, by field: Year ending May 1981

Field of Course	Total Courses Taken		Courses Taken by Males		Courses Taken by Females		Percent Taken by Females
	Number in Thousands	Percentage Distribution	Number in Thousands	Percentage Distribution	Number in Thousands	Percentage Distribution	
Total courses	37,381	100.0	16,182	**100.0**	21,199	**100.0**	56.7
Agriculture	449	1.2	326	**2.0**	123	**.6**	27.4
ARTS	2,373	6.3	576	**3.6**	1,797	**8.5**	75.7
Business	8,564	22.9	4,171	**25.8**	4,393	**20.7**	51.3
Education	2,926	7.8	897	**5.4**	2,028	**9.6**	69.3
Engineering	3,654	9.8	2,970	**18.4**	683	**3.2**	18.7
Health care	3,993	10.7	1,236	**7.6**	2,757	**13.0**	69.0
Health education	1,150	3.1	361	**2.2**	789	**3.7**	68.6
Home economics	1,245	3.3	84	**.5**	1,162	**5.5**	99.3
Language and literature	2,184	5.8	813	**5.0**	1,371	**6.5**	62.8
Life sciences	1,205	3.2	594	**3.7**	611	**2.9**	50.7
Personal services	713	1.9	296	**1.8**	417	**2.0**	58.5
Physical education	2,377	6.4	621	**3.8**	1,756	**8.3**	73.9
Social sciences	1,929	5.2	1,072	**6.6**	856	**4.0**	44.4
Interdisciplinary studies	337	.9	132	**.8**	205	**1.0**	60.8
Other	1,678	4.5	998	**6.2**	680	**3.2**	40.5

[1]Courses and organized educational activities taken part-time at any level by persons 17 years old and over. Excluded are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Participation in Adult Education, 1981*, 1982.

REPRINTED FROM: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 166.

Chart 4.5

Courses taken by adult education participants, by field

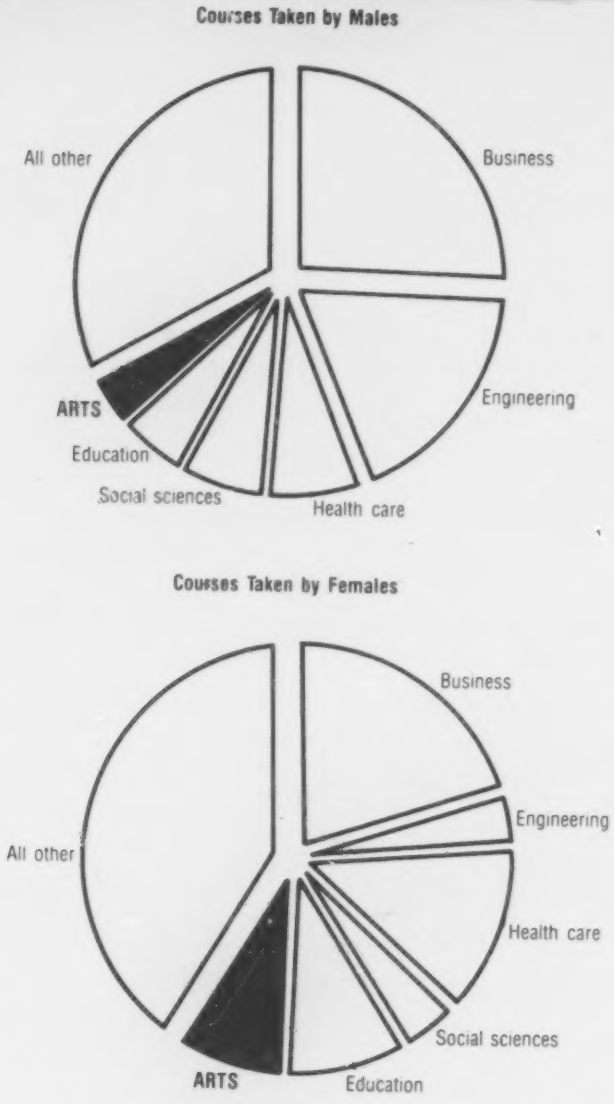


Table 4.6

Number of courses taken by participants in adult education, by provider of instruction and course subject: United States, year ending May 1981

Course subject	Total courses	Provider of instruction: Elementary/ high school	2-year college/ technical institute	4-year college or university	Vocational/ business school	Tutor/ private instructor	Business or industry	Labor organization or professional association	Government agency	Private community organization	Other or not reported
	(numbers in thousands)										
Total courses	37,381	2,551	7,030	7,160	3,413	1,637	5,119	1,858	2,934	3,172	2,507
Agriculture & renewable natural resources	449	25	76	107	20	10	52	4	115	20	21
ART: VISUAL & PERFORMING	2,373	239	506	377	87	474	74	12	127	218	259
Business	8,564	310	1,794	1,686	710	155	2,431	580	457	47	395
Education	2,926	361	436	1,218	95	30	81	121	217	142	223
Engineering & engineering technology	3,654	131	832	455	501	54	1,134	122	265	23	136
Health care & health sciences	3,993	49	492	558	1,006	111	323	513	312	367	261
Health education	1,150	57	135	142	232	28	95	82	119	163	97
Home economics	1,245	223	228	80	109	84	148	5	127	135	107
Personal services occupations	713	36	73	36	142	60	137	47	67	24	91
Language, linguistics, & literature	2,184	304	616	519	73	60	99	30	139	172	171
Life & physical sciences; mathematical science	1,205	99	387	448	50	10	57	33	48	17	56
Philosophy & religion; psychology	2,606	64	328	573	51	87	71	43	86	1,138	159
Physical education & leisure	2,377	351	388	158	71	326	81	16	219	532	236
Social sciences & social studies	1,929	103	433	601	53	31	85	170	316	61	75
Interdisciplinary studies	337	88	45	39	34	9	19	6	48	26	22
Unable to classify	1,678	112	261	156	179	106	234	73	272	87	197

NOTE: Details may not add to totals because of rounding.

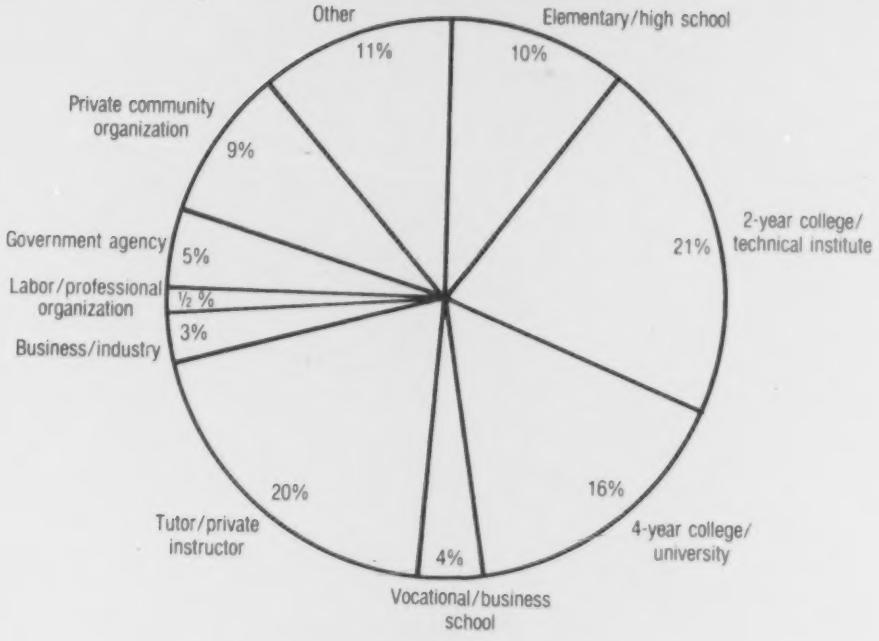
SOURCE: Department of Education, National Center for Education Statistics, *Participation in Adult Education, May 1981*, p. 10

NOTE: These figures are for persons 17 years old and over. Excluded from these figures are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students. These findings are from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Chart 4.6

Distribution of providers of instruction of adult education: United States, year ending May 1981

ART: VISUAL, & PERFORMING



All courses combined

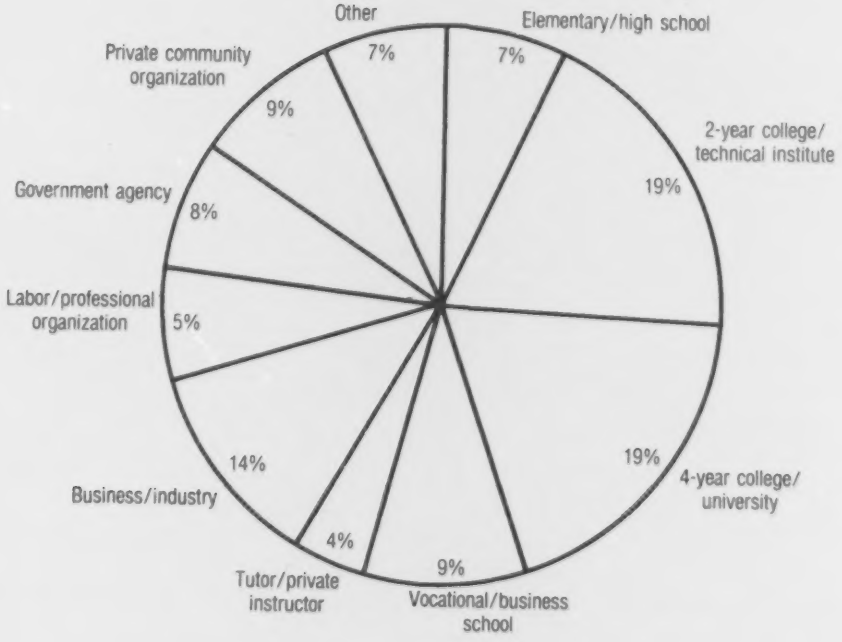


Table 4.7

Number of courses taken by participants in adult education, by age and sex of participant and by course subject: United States, year ending May 1981

Course subject	Total courses	Courses taken by men							Courses taken by women						
		Total	17 to 24 years	25 to 34 years	35 to 44 years	45 to 54 years	55 to 64 years	65 years & over	Total	17 to 24 years	25 to 34 years	35 to 44 years	45 to 54 years	55 to 64 years	65 years & over
	(numbers in thousands)														
Total courses	37,381	16,182	2,713	6,103	3,637	2,063	1,245	420	21,199	4,071	7,525	4,554	2,717	1,618	714
Agriculture & renewable natural resources	449	326	38	115	63	40	25	44	123	22	43	24	16	13	5
ART: VISUAL & PERFORMING	2,373	576	104	188	119	70	52	43	1,797	341	587	290	233	207	139
Business	8,564	4,171	460	1,615	1,052	626	354	64	4,393	897	1,656	1,003	602	207	29
Education	2,926	897	171	386	192	92	45	11	2,028	312	795	565	244	95	17
Engineering & engineering technology	3,654	2,970	677	1,143	562	388	178	23	683	177	269	132	68	35	2
Health care & health sciences	3,993	1,236	71	458	334	166	168	39	2,757	436	955	619	464	223	59
Health education	1,150	361	44	145	90	43	32	7	789	130	304	164	83	79	28
Home economics	1,245	84	2	34	24	6	7	10	1,162	101	413	228	181	156	82
Personal services occupations	713	296	68	101	67	25	26	10	417	138	139	55	32	49	5
Language, linguistics, literature	2,184	813	191	295	155	97	48	28	1,371	314	448	283	159	113	54
Life & physical sciences, mathematical science	1,205	594	197	226	101	39	20	10	611	183	261	121	26	16	4
Philosophy & religion, psychology	2,606	1,033	100	371	266	148	87	60	1,573	254	447	340	275	134	123
Physical education & leisure	2,377	621	156	204	146	47	42	25	1,756	324	650	364	169	168	80
Social sciences & social studies	1,929	1,072	163	441	223	142	89	15	856	222	288	170	81	55	40
Interdisciplinary studies	337	132	42	36	26	18	10	—	205	77	49	55	18	3	3
Unable to classify	1,678	998	227	345	218	114	62	31	680	144	222	140	65	65	43

NOTE: Details may not add to totals because of rounding.

SOURCE: Department of Education, National Center for Education Statistics, *Participation in Adult Education, May 1981*, p. 6

NOTE: These figures are for persons 17 years old and over. Excluded from these figures are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students. These findings are from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Chart 4.7

Distribution of participants in adult education by age and sex: United States, year ending May 1981

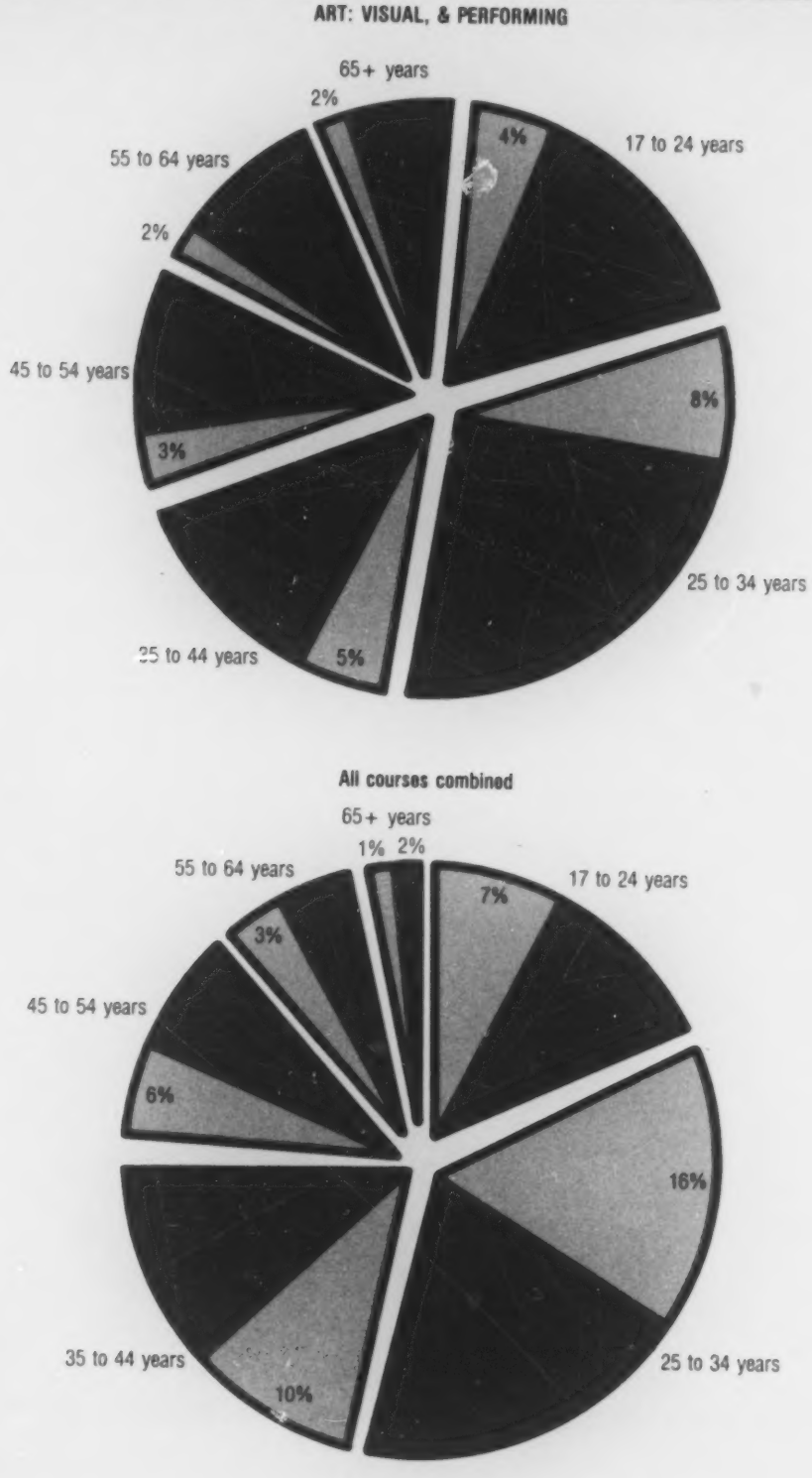


Table 4.8

Number of courses taken by participants in adult education, by main reason for taking course and course subject: United States, year ending May 1981

Course subject	Total courses	Main reason for taking course: Job-related reason: Improve current job	Job-related reason: New job in same occupation	Job-related reason: New job occupation	Job-related reason: Other	Non-job-related reason: Personal/ social	Non-job-related reason: Train for volunteer work	Non-job-related reason: General education	Non-job-related reason: Citizenship training	Non-job-related reason: Other	Reason not reported
	(numbers in thousands)										
Total courses	37,381	16,659	741	3,657	1,477	10,187	490	3,603	60	398	108
Agriculture & renewable natural resources	449	265	4	26	8	127	3	17	–	–	–
ART: VISUAL & PERFORMING	2,373	261	28	138	28	1,728	5	168	–	17	–
Business	8,564	5,517	221	1,204	359	548	19	643	–	35	15
Education	2,926	1,558	104	226	141	281	35	519	–	48	14
Engineering & engineering technology	3,654	2,326	63	534	136	377	5	194	–	17	1
Health care & health sciences	3,993	2,682	59	286	247	466	132	89	–	25	7
Health education	1,150	485	18	70	78	400	27	45	–	24	1
Home economics	1,245	97	8	64	6	984	14	50	–	20	2
Personal services occupations	713	397	21	104	33	119	18	14	–	6	–
Language, linguistics, & literature	2,184	486	63	199	105	716	19	513	52	19	12
Life & physical sciences, mathematical science	1,205	331	29	173	49	129	1	459	–	28	6
Philosophy & religion, psychology	2,606	568	30	154	60	1,386	83	284	–	34	7
Physical education & leisure	2,377	69	6	43	20	2,133	25	36	–	43	2
Social sciences & social studies	1,929	906	59	238	55	238	41	342	8	22	19
Interdisciplinary studies	337	62	2	11	21	79	5	150	–	5	–
Unable to classify	1,678	649	26	187	130	475	57	79	–	53	22

NOTE: Details may not add to totals because of rounding.

SOURCE: Department of Education, National Center for Education Statistics, *Participation in Adult Education, May 1981*, p. 11.

NOTE: These figures are for persons 17 years old and over. Excluded from these figures are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students. These findings are from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Chart 4.8

Main reason given for participation in adult education, as a percentage of those taking a particular subject: United States, year ending May 1981

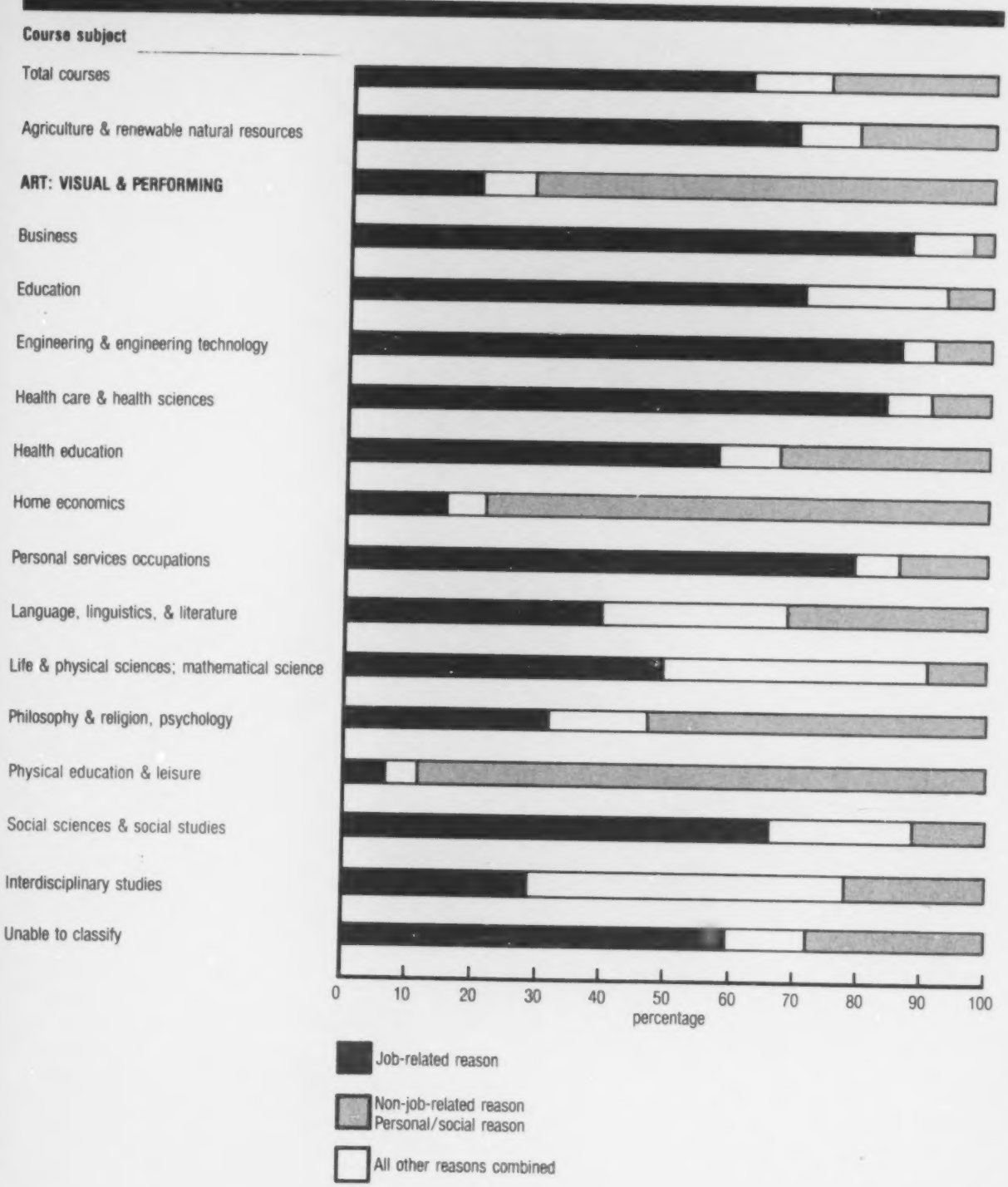


Table 4.9

Number of courses taken by participants in adult education, by race/ethnic group and sex of participant and by course subject: United States, year ending May 1981

Course subject	Total courses	Courses taken by men					Courses taken by women				
		Total	Non-Hispanic			Hispanic	Total	Non-Hispanic			Hispanic
			White	Black	Other			White	Black	Other	
		(numbers in thousands)									
Total courses	37,381	16,182	14,296	892	439	555	21,199	18,563	1,448	474	715
Agriculture & renewable natural resources	449	326	310	9	7	—	123	115	4	2	2
ART: VISUAL & PERFORMING	2,373	576	506	23	12	36	1,797	1,700	49	26	22
Business	8,564	4,171	3,790	186	80	115	4,393	3,820	311	86	176
Education	2,926	897	761	67	24	46	2,028	1,661	256	47	65
Engineering & engineering technology	3,654	2,970	2,645	156	62	107	683	583	53	28	19
Health care & health sciences	3,993	1,236	1,083	79	52	22	2,757	2,466	182	66	42
Health education	1,150	361	330	14	9	7	789	713	56	6	15
Home economics	1,245	84	72	8	2	2	1,162	1,083	52	6	20
Personal services occupations	713	296	255	18	11	12	417	375	32	3	6
Language, linguistics, & literature	2,184	813	575	64	84	91	1,371	1,005	104	121	140
Life & physical sciences, methematical science	1,205	594	508	56	15	16	611	513	55	18	24
Philosophy & religion, psychology	2,606	1,033	927	76	18	13	1,573	1,392	105	11	65
Physical education & leisure	2,377	621	580	6	17	18	1,756	1,653	27	26	50
Social sciences & social studies	1,929	1,072	968	57	18	29	856	722	74	16	45
Interdisciplinary studies	337	132	114	12	3	4	205	165	35	2	2
Unable to classify	1,678	998	873	61	26	38	680	597	53	9	20

NOTE: Details may not add to totals because of rounding.

SOURCE: Department of Education, National Center for Education Statistics, *Participation in Adult Education, May 1981*, p. 7

NOTE: These figures are for persons 17 years old and over. Excluded from these figures are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students. These findings are from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Table 4.10

Number of courses taken by participants in adult education, by objective for taking course and course subject: United States, year ending May 1981

Course subject	Total courses	School credit objectives							Trade or professional objectives		
		Eighth grade certificate	High school completion	Vocational certificate/ diploma	2-year college degree	4-year college degree	Post-graduate degree	None & not reported	To obtain a license or certificate	To renew a license or certificate	Neither or not reported
		(number in thousands)									
Total courses	37,381	6	1,011	1,190	2,204	2,531	1,974	28,465	2,584	2,854	31,961
Agriculture & renewable natural resources	449	—	1	10	7	10	13	407	35	24	390
ART: VISUAL & PERFORMING	2,373	—	14	16	92	126	60	2,066	28	35	2,311
Business	8,564	—	41	329	627	718	438	6,411	608	494	7,465
Education	2,926	3	388	60	135	198	580	1,562	342	318	2,265
Engineering & engineering technology	3,654	—	12	270	302	187	95	2,788	334	117	3,202
Health care & health sciences	3,993	—	2	206	149	122	132	3,381	357	1,146	2,489
Health education	1,150	—	7	34	37	33	36	1,003	73	173	903
Home economics	1,245	—	9	14	18	22	3	1,180	16	14	1,215
Personal services occupations	713	—	2	60	8	2	9	632	121	68	524
Language, linguistics, & literature	2,184	3	110	29	199	254	70	1,518	53	33	2,098
Life & physical sciences; mathematical science	1,205	—	108	30	218	286	100	462	93	52	1,059
Philosophy & religion, psychology	2,606	—	19	32	105	239	210	2,000	91	57	2,458
Physical education & leisure	2,377	—	3	3	26	27	29	2,289	68	34	2,275
Social sciences & social studies	1,929	—	91	44	234	261	178	1,121	152	169	1,607
Interdisciplinary studies	337	—	164	3	—	9	12	149	7	6	324
Unable to classify	1,678	—	41	50	47	36	10	1,496	205	96	1,377

NOTE: Details may not add to totals because of rounding.

SOURCE: Department of Education, National Center for Education Statistics, *Participation in Adult Education, May 1981*, p. 9

NOTE: These figures are for persons 17 years old and over. Excluded from these figures are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students. These findings are from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Table 4.11

Number of courses taken by participants in adult education, by labor force status and sex of participant and by course subject: United States, week ending May 16, 1981

Course subject	Total courses	Courses taken by men						Courses taken by women					
		Total	In labor force		Not in labor force			Total	In labor force		Not in labor force		
			Employed	Unemployed	Keeping house	School	Other		Employed	Unemployed	Keeping house	School	Other
	(numbers in thousand)												
Total courses	37,381	16,182	14,776	615	25	299	468	21,199	15,560	796	3,694	562	586
Agriculture & renewable natural resources	449	326	312	3	1	1	8	123	96	–	19	6	3
ART: VISUAL & PERFORMING	2,373	576	438	43	–	35	61	1,797	1,035	67	535	77	83
Business	8,564	4,171	3,980	104	10	23	55	4,393	3,616	208	399	77	93
Education	2,926	897	823	44	–	14	16	2,028	1,638	58	271	29	32
Engineering & engineering technology	3,654	2,970	2,775	96	–	43	57	683	584	31	39	15	15
Health care & health sciences	3,993	1,236	1,194	17	6	2	17	2,757	2,313	67	302	23	51
Health education	1,150	361	330	20	–	5	6	789	590	21	133	27	18
Home economics	1,245	84	75	–	–	1	8	1,162	666	30	421	8	37
Personal services occupations	713	296	278	9	–	–	9	417	337	27	39	7	7
Language, linguistics, & literature	2,184	813	643	59	2	57	52	1,371	888	68	263	105	46
Life & physical sciences; mathematical science	1,205	594	503	35	–	43	13	611	442	54	57	43	15
Philosophy & religion, psychology	2,606	1,033	902	50	4	18	60	1,573	982	51	443	41	56
Physical education & leisure	2,377	621	539	24	–	29	29	1,756	1,130	37	483	47	59
Social sciences & social studies	1,929	1,072	988	46	2	13	23	856	654	37	105	34	26
Interdisciplinary studies	337	132	104	23	–	–	5	205	120	17	52	3	12
Unable to classify	1,678	998	892	41	–	15	50	680	471	22	134	20	33

NOTE: Details may not add to totals because of rounding.

SOURCE: Department of Education, National Center for Education Statistics, *Participation in Adult Education, May 1981*, p. 8

NOTE: These figures are for persons 17 years old and over. Excluded from these figures are courses taken by full-time students leading to a high school diploma or an academic degree or taken as part of occupational training programs of 6 months or more duration. Included, however, are any courses taken part-time by full-time students. These findings are from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Attitudes and Opinions

Table 5.1

Percentage of the public who would require specific subjects in high school of students who *plan to* and who *do not plan to* go on to college: United States, 1983, 1981

Course	1983		1981	
	College Bound	Non-College Bound	College Bound	Non-College Bound
	%	%	%	%
Mathematics	92	87	94	91
English	88	83	91	89
History/U.S. government	78	63	76	71
Science	76	53	76	58
Business	55	65	60	75
Foreign language	50	19	54	21
Health education	43	42	47	46
Physical education	41	40	44	43
Vocational training	32	74	34	64
ART	19	16	28	20
MUSIC	18	16	26	20

NOTE. Figures add to more than 100% because of multiple responses.

SOURCE: 15th Annual Gallup Poll, *Phi Delta Kappan*, September 1983. Copyright © 1983 by *Phi Delta Kappan*, Inc. Used by permission of *Phi Delta Kappan*, Inc. All right reserved

NOTE: The percentages represent responses to the following questions: "Would you look over this card which lists high school subjects. If you were the one to decide, what subjects would you required every public high school student who *plans to go on to college* to take?" and "What about those public high school students who do *not plan to go to college* when they graduate? Which courses would you require them to take?"

Chart 5.1

Percentage of the public who would require specific subjects in high school of students who *plan to* and who *do not plan to* go on to college: United States, 1981, 1983

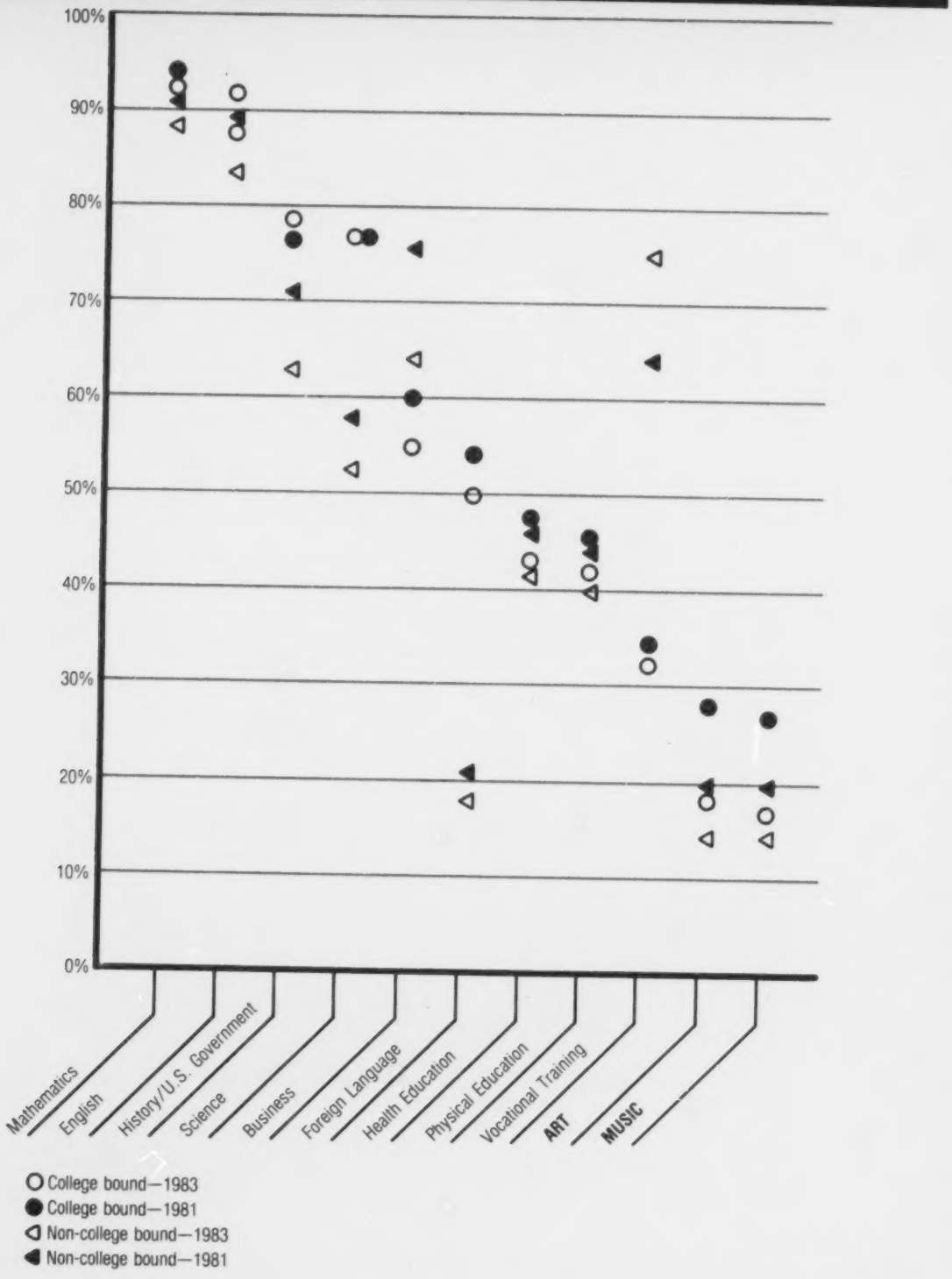


Table 5.2

Student ratings of course importance, grades 7 through 12: United States, 1983

Courses	Combined Rating	Males' Rating	Females' Rating	% Very Important	% Somewhat Important
1. Mathematics	3.81	3.78	3.83	80.2	15.0
2. English	3.72	3.60	3.82	75.8	16.1
3. Computer Usage/Programming	3.47	3.53	3.42	48.2	28.7
4. Driver Education	3.44	3.42	3.43	50.1	23.6
5. Science	3.36	3.37	3.35	46.7	38.2
6. Government	3.33	3.25	3.39	39.0	36.8
7. Business/Commercial	3.32	3.20	3.41	40.4	38.0
8. History/Social Studies	3.26	3.21	3.30	40.5	41.8
9. Sex Education	3.13	2.95	3.28	30.3	31.3
10. Physical Education	2.91	2.94	2.87	29.9	35.5
11. Environment/Pollution	2.89	2.93	2.86	14.0	38.7
12. Family Living	2.88	2.68	3.03	21.5	34.6
13. Foreign Languages	2.83	2.69	2.96	19.3	41.5
14. Shop	2.79	2.94	2.66	16.4	41.9
15. Religion	2.65	2.67	2.64	18.0	22.5
16. **MUSIC**	2.43	2.31	2.53	11.9	29.6
17. **ART**	2.36	2.30	2.41	7.2	30.3
18. Black Studies	2.27	2.17	2.35	6.0	22.0
Very Important	4.0		Not So Important		2.0
Somewhat Important	3.0		Not Important		1.0

SOURCE: National Association of Secondary School Principals (NASSP). *The Mood of American Youth*, p. 10. Copyright © 1984 NASSP. Used by permission of NASSP. All rights reserved.

NOTE: Students were asked to indicate "how important you think it is for each course to be offered even if it is not now offered at your school."

Chart 5.2

Student ratings of course importance, grade 7 through 12, by percentage of students rating course "very important" or "somewhat important" and by course: United States, 1983

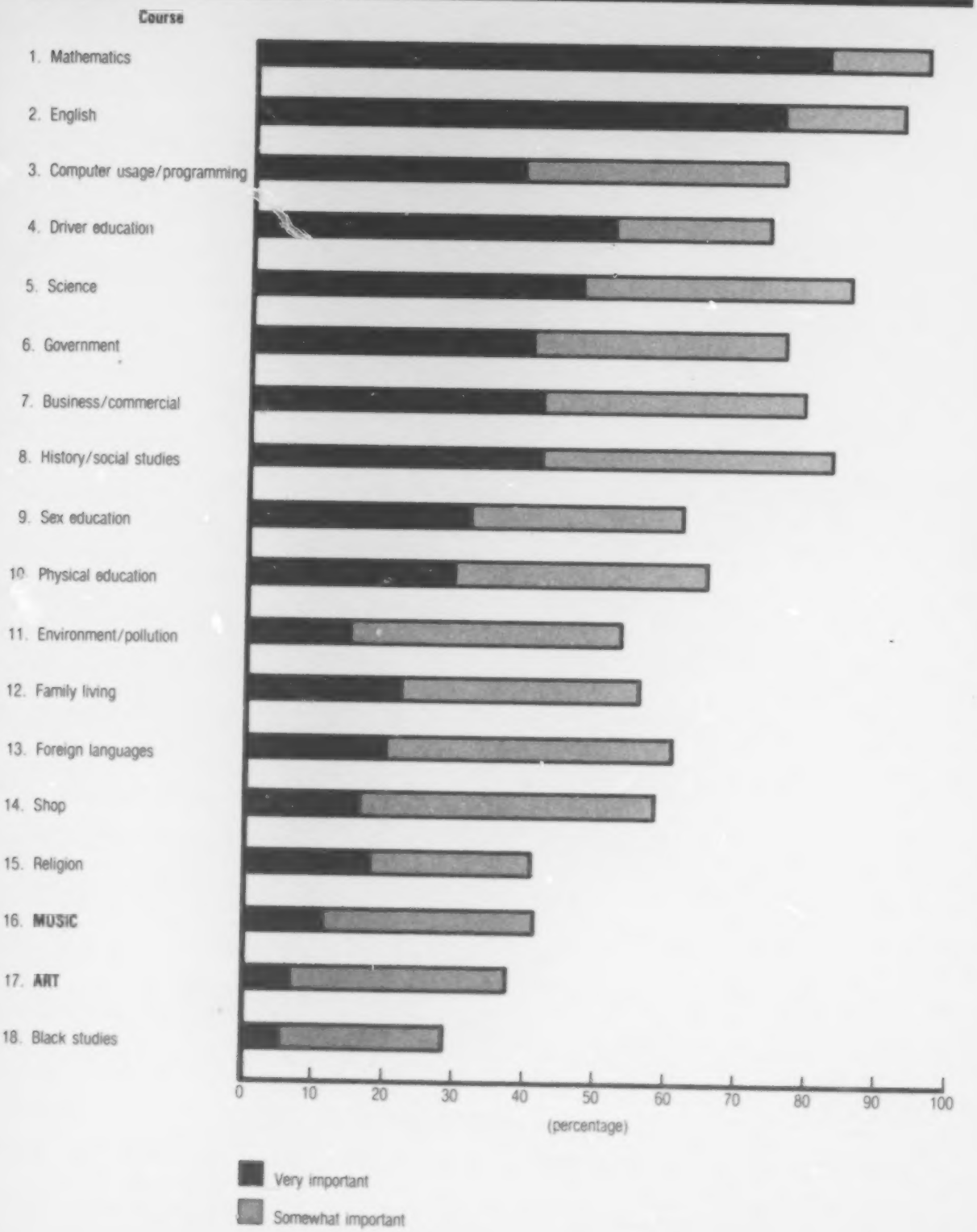


Table 5.3

Student ratings of activites as important in everyday life, grades 7 through 12: United States, 1983

Activities	% All	% Males	% Females
1. Sports/Fitness	90.0	90.2	89.8
2. **MUSIC**	80.9	75.7	85.4
3. Automobile	76.5	75.3	77.5
4. Newspapers	74.1	70.6	77.1
5. Type and Style of Clothing	73.9	65.7	80.9
6. Magazines	62.3	63.5	61.3
7. Television	58.0	60.1	56.1
8. Table and Video Games	40.4	51.2	31.0

SOURCE: National Association of Secondary School Principals (NASSP), *The Mood of American Youth*, p. 28. Copyright © 1984 NASSP. Used by permission of NASSP. All right reserved.

NOTE: Students were asked to rate each item as "very important", "somewhat important", "not very important", or "not at all important". These percentages are the combined total of students rating each item as "very important" or "somewhat important".

Table 5.4

Student music listening habits, grades 7 through 12: United States, 1983

Type of Music	% All	% Males	% Females
1. Rock	88.1	86.4	89.6
2. New Wave	38.6	29.8	46.2
3. Country and Western	36.3	36.8	35.8
4. Punk	28.1	19.4	35.7
5. Easy Listening	23.1	18.5	27.2
6. Disco	22.1	17.4	26.2
7. Soul	17.9	14.5	20.8
8. Classical	15.0	15.1	14.8
9. Show Tunes	14.3	10.7	17.3
10. Blues	6.0	7.6	4.6
11. Folk	4.3	5.4	3.5
12. Religious	2.7	1.8	3.5
13. Jazz	2.0	2.9	1.2
14. Pop	1.6	.9	2.1
15. All Others	2.5	2.9	2.1

SOURCE: National Association of Secondary School Principals (NASSP), *The Mood of American Youth*, p. 26. Copyright © 1984 NASSP. Used by permission of NASSP. All rights reserved.

NOTE: Students were asked to check "all types of music you like listening to. (CHECK ALL THAT APPLY)"

Table 5.5

Student hobbies and special interests, grade 7 through 12: United States, 1983

Interests	% All	% Males	% Females
1. Sports/Fitness	64.9	70.2	60.3
2. Reading	49.1	36.3	60.1
3. Video Games	47.1	56.6	38.9
4. **MUSIC**	43.8	33.6	52.6
5. Cooking and Baking	39.9	20.7	56.5
6. Collecting Things	39.8	41.2	38.5
7. **ART**	32.9	30.7	34.7
8. Computers	27.3	35.0	20.6
9. **DANCING**	23.4	7.4	37.2
10. **PHOTOGRAPHY**	20.3	19.4	21.0
11. Model Building	18.3	35.6	3.3
12. Woodworking	18.3	29.8	8.3
13. Sewing and Knitting	17.6	4.9	28.5
14. **DRAMATICS**	15.2	10.2	19.5
15. Science Hobbies	10.9	14.7	7.5
16. All Others	12.2	12.3	12.1

SOURCE: National Association of Secondary School Principals (NASSP), *The Mood of American Youth*, p. 27. Copyright © 1984 NASSP. Used by permission of NASSP. All rights reserved.

NOTE: Students were asked to indicate "which of the listed hobbies of special interests you *have now*. (CHECK ALL THAT APPLY)".

Table 5.6

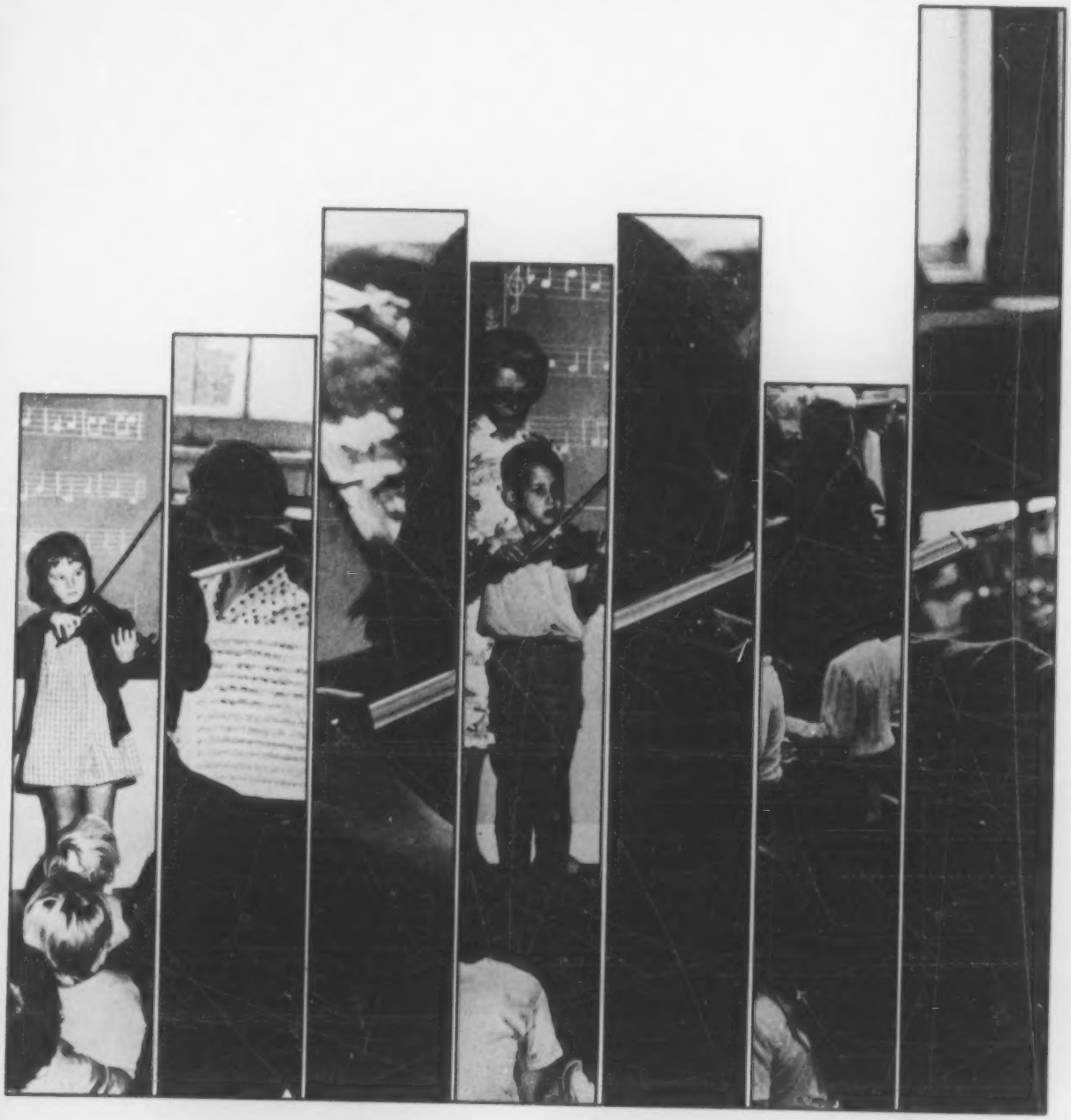
Careers students are interested in pursuing, grades 7 through 12: United States, 1983

Careers	% All	% Males	% Females
1. Computer Related	16.7	22.9	11.3
2. Business, Non-Management	7.3	2.9	11.2
3. Miscellaneous Medical	6.7	4.5	8.7
4. Medical Doctor	6.6	4.2	8.7
5. Teaching	5.6	1.1	9.4
6. Law	4.6	4.0	5.0
7. Engineering	4.2	7.1	1.7
8. Accounting	3.8	2.0	5.4
9. Professional Sports	3.8	6.9	1.2
10. Business Management	3.1	2.7	3.5
11. Nursing	2.9	.2	5.2
12. Psychology	2.6	1.3	3.6
13. Architecture	2.5	3.3	1.7
14. Mechanic	2.5	5.4	0
15. **MUSIC**	2.5	1.3	3.5
16. Cosmetology	2.4	0	4.4
17. Construction Trades	2.3	4.7	.2
18. **ART**	1.9	1.6	2.1
19. Modeling	1.9	.2	3.3
20. Interior Design	1.8	.2	3.1
21. Military Service	1.5	2.7	.4
22. **ACTING/THEATER**	1.3	.5	2.1
23. Communications/Media	1.3	.7	1.9
24. Law Enforcement	1.3	2.0	.8
25. Truck Driver	1.3	2.5	.4
26. Wife/Mother	1.3	0	2.5
27. Farming	1.1	2.2	.2
28. Fashion Design	1.1	0	2.1
29. Politics/Government	.9	1.3	.6
30. Writing	.9	.7	1.2
31. Mathematics	.8	.5	1.2
32. Photography	.8	.9	.8
33. Social Service	.7	.5	1.0
34. Child Care	.6	0	1.2
35. **DANCE**	.6	0	1.2
36. Travel/Tourism	.4	0	.8
37. All Others	16.1	18.7	13.9

SOURCE: National Association of Secondary School Principals (NASSP). *The Mood of American Youth*, p. 62. Copyright © 1984 NASSP. Used by permission of NASSP. All rights reserved.

NOTE: Students responded to the question, "What career are you most interested in pursuing?"

Appendix



APPENDIX

INFORMATION SOURCES

The material in this book is from a variety of sources: federal, state and private sources. Several methods of data collection were used, including sample surveys, universe surveys, and compilations of administrative records. Because of differences in procedures, frequency of data gathering, types of information gathering instruments, and so forth, the results from several sources are not strictly comparable.

Government sources are listed first followed by private associations and organizations. A general description of the sponsoring organization and of the study includes a reference for additional information, and where known, a contact person.

GOVERNMENT SOURCES

DEGREES AND OTHER FORMAL AWARDS CONFERRED

Used in: Tables 2.1, 2.2, 2.3, 2.4, 2.5
Charts 2.1, 2.2, 2.3, 2.4

Earned Degrees & Associate Degrees and Other Awards

The Degrees and Other Formal Awards Conferred Survey has been part of the Higher Education General Information Survey (HEGIS) series since its development. For the 1970–71 survey, however, the taxonomy was changed. The information from survey years 1970–71 through the present is directly comparable, but care must be taken if information before this date is included in any comparisons. The nonreturn rate does not appear to be a significant contributor to nonsampling error for this survey. The return rate over the years has been extremely high, with the rate for years 1977–78 and 1978–79 at 100 percent. Because of the high return rate, nonsampling error caused by imputation would also be minimal.

The major sources of nonsampling error for this survey are: differences in the HEGIS program taxonomies and taxonomies used by the school; classification of double majors and double degrees; operational problems; and timing of the survey. In a validation study conducted in 1979, it was found that the sources of nonsampling error noted above contributed to an error rate of 0.3 percent overreporting for bachelor's degrees and 1.3 percent overreporting for master's degrees. The differences, however, varied greatly among fields. Over 50 percent of the fields selected for the study had no errors identified. It was shown that differences in proportion to the published figures were less than one percent for most of the selected fields that had some errors. Exceptions to this included bachelor's and master's programs in art education (3 percent and 4 percent).

This material is from: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 227

Questions on this or other HEGIS items, can be directed to:

Curtis O. Baker
University and College Surveys and Studies Branch
National Center for Education Statistics
400 Maryland Ave. SW
Washington, DC 20202

HIGH SCHOOL AND BEYOND

Used in: Table 4.2
Chart 4.2

High School and Beyond (HS&B) is a national longitudinal study of 1980 high school seniors and sophomores conducted by the National Center for Education Statistics. A random sample of 1,015 high schools was selected with a target number of 36 seniors and 36 sophomores in each of the schools. The total number of students participating in the survey is 58,728. Substitutions were made for noncooperating schools in those strata where it was possible, but not for students. Student and parent refusals and student absences resulted in an 84 percent completion rate for students. This refers to the overall return rate for the survey and not the completion rate of each item within the survey.

Several small groups in the population were sampled with probabilities higher than their occurrence in the population. This was done to allow for special study of certain types of schools or students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each class) was surveyed primarily for information on the financing of higher education.

The major sources of nonsampling error are in school nonresponse, student survey nonresponse, and student misinterpretation of the items. Nonresponse can come from the 9 percent school nonresponse, a 16 percent student nonresponse, and the nonresponse rates for given items. The nonresponse rates by item for those students returning a survey range from a low of 0.3 percent (questioning if the student expects to graduate) to a high of 21 percent (concerning family income).

Note: First follow-up—information to come.

Though not used for the reports in this book, the first HS&B follow-up survey took place in spring 1982. Students surveyed in 1980 completed a second student questionnaire. In addition, a "Master Teaching Schedule" file and a "Student Transcript" file were created. This Master Teaching Schedule and Student Transcript information is currently being used by private contractors to produce reports for the National Center for Education Statistics.

A subsample of 991 school (all the schools in the original sample that included a 12th grade) was asked to provide a "Master Teaching Schedule." This document lists all courses offered in that school during the current year and indicates the number of students enrolled in each course. Because of variation among schools in course titles, all course titles were given a six-digit code in accordance to a taxonomy developed for that purpose. It is possible therefore to aggregate courses across schools, districts, and states. However, only six states have a sufficient sample of schools to be representative. Sample sizes are large enough to represent four major regions of the United States. The school ID number used in the school and student files of HS&B is also used in the Master Teaching Schedule, which makes possible the merging of data from any other HS&B files.

The Student Transcript file was created by having students authorize their respective school to release their complete high school transcripts. Of a subsample of about 19,000 members of the 1982 senior class, approximately 16,000 transcripts were obtained. Student ID and school ID numbers are the same as used on all other HS&B files, so many desired mergers are possible. The six-digit course codes used in the Master Teaching Schedule files are also used in the transcript files. Grades earned by each student in each course are represented by a uniform metric scale. The Student Transcript file also contains information about half-days absent, class

rank, class size, any special programs taken (gifted, bilingual, special education), month and year student left school, reason for leaving, PSAT-SAT-ACT scores if available, and Advanced Placement Test scores (if any).

NCES has contracted two new studies: an analysis of course offerings and enrollments in secondary schools and an analysis of course enrollments and offerings in arts and humanities. As of May 1984, both reports have been submitted in draft form to the NCES. It is expected that both reports will will be published in late 1984 or early 1985, perhaps not with these exact titles.

The analysis of course offerings and enrollments in secondary schools will use primarily the Master Teaching Schedule file and certain tabular information from NCES's *Summary of Offerings and Enrollments in Public Secondary Schools, 1972–73.* The 429 course titles in the 1972–73 report will be coded into the HS&B taxonomy and data compared with the HS&B Master Teaching Schedule information.

The analysis of enrollments and offerings in arts and humanities will relate the Student Transcript information to the other HS&B files. Enrollments in specific courses and patterns of courses will be tabulated and cross-tabulated against student characteristics, high school characteristics, and community type. Separate analyses are planned for arts students and humanities students, although some will fall into both groups.

This information is from: National Center for Education Statistics, *The Condition of Education: 1983 Edition,* p. 231, and the Request for Proposals issued by NCES for the Analysis of Course Offerings and Enrollments in Secondary Schools and Course Enrollments and Offerings in Arts and Humanities.

Questions on the High School & Beyond study can be directed to:

Samuel Peng
Longitudinal Studies Branch, National Center for Education Statistics
400 Maryland Ave. SW
Washington, DC 20202

NEW TEACHERS IN THE JOB MARKET: 1981 UPDATE

Used in: Tables 1.3, 1.4, 1.5
Charts 1.3, 1.4, 1.5
See Recent College Graduates Survey

NATIONAL INSTITUTE OF EDUCATION

Used in: Tables 3.1, 3.2, 4.3
Charts 3.1, 3.2, 4.3

National Assessment of Education Progress

The National Assessment of Education Progress (NAEP) is a project funded by the National Institute of Education and prior to 1984 carried out by the Education Commission of the States. Beginning in 1984, the Educational Testing Service (ETS) took over responsibility for NAEP. The overall goal of the project is to determine the Nation's progress in education. To accomplish this goal, a cross-sectional study was designed and initially implemented in 1969. Each year since 1969, National Assessment has gathered information about levels of education achievement across the country. NAEP surveys the education attainments of 9-, 13-, and 17-year olds, and young adults (ages 25 to 35) in 10 learning areas. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure possible changes in education achievement.

A multistage probability sample is utilized by NAEP. The primary sampling units are stratified by region, and within region by state, size of community, and for the two smaller sizes of community strata, by socioeconomic level. [The design of the NAEP has undergone some major changes with the change in administration to the

Educational Testing Service. The new design is explained in detail in *A New Design for a New Era*, available from ETS at the address below.]

Students participating in the project are administered instruments designed to assess the students' attainment of specific tasks. Assessment exercises are administered either to individuals or small groups by trained personnel. Information from NAEP is subject to both nonsampling and sampling error. Two possible sources of nonsampling error are nonparticipation and instrumentation. Nonparticipation is held to a minimum through oversampling, although this does not assess the bias of nonparticipants. Instrumentation nonsampling error concerns whether the NAEP assessment instruments measure what is being taught and, in turn, what is being learned by the students.

This information is from: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 235

For further information contact:

National Assessment of Educational Progress
Box 2923
Princeton, NJ 08541

PARTICIPATION IN ADULT EDUCATION SURVEY

Used in: Tables 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11
Charts 4.5, 4.6, 4.7, 4.8

The Participation in Adult Education Survey (PAE) was conducted for the National Center for Education Statistics by the Bureau of the Census, as a supplement to the Current Population Survey, the bureau's monthly household survey. The data on part-time educational activities were collected in May 1969, 1972, 1975, 1978, and 1981. Interviewers asked if anyone in the household 17 years of age or older had participated in adult education in the 12-month period prior to the survey date.

Substantial changes were made in the 1975 and 1978 surveys to include participants taking part-time instruction who were also full-time students in programs leading toward a high school diploma or college degree. Also, courses taken by adults as full-time students in vocational or occupational programs of six months or more duration were excluded. Because of the changes in definitions from 1969 to 1981, only the most basic statistics can be presented over time.

Sampling error estimates are given in tables in the Appendix. The figures shown in the tables hold for total or white population estimates only. The variability in estimates for subgroups, employment status, income, education, etc., can be estimated using the tables presented in the original source documents.

This information is from: National Center for Education Statistics, *The Condition of Education: 1983 Edition*, p. 233.

For further information concerning the PAE survey, contact:

Susan Hill
Adult and Vocational Surveys and Studies Branch
National Center for Education Statistics
400 Maryland Ave. SW
Washington, DC 20202

RECENT COLLEGE GRADUATES SURVEY

Used in: Tables 1.1, 1.2
Charts 1.1, 1.2

The Recent College Graduates surveys were conducted in February 1978 and May 1981 by the National Center for Education Statistics. Both used a two-stage sample

procedure, the first stage being a stratified sample of institutions offering bachelor's and master's degrees and the second stage being a sample of graduates from the sampled institution. The institutions were stratified by percentage of education graduates, public or private control, and geographic region. (The 1978 survey also had a separate stratum for predominantly black institutions.) The institutions were selected with probabilities proportional to their measure of size, constructed using the number of graduates and the percentage of education graduates.

The graduates within the sampled institutions were stratified by level of degree, whether or not they were education graduates, and whether or not they were special or vocational education graduates. Different probabilities of selection were assigned to each stratum to obtain the desired sample size of each type of graduate. A questionnaire was mailed to each sampled graduate.

The overall response rate was 83.5 percent in 1978 and 72.3 percent in 1981. The intensive field follow-up of nonrespondents conducted for the 1978 survey was not duplicated in the 1981 survey because of budget and time considerations.

A ratio estimation procedure was used to inflate the sample results to the estimates for each year. The estimates differ from the Higher Education General Information Survey (HEGIS) numbers, which were the basis for the ratios, because foreign addresses and names of deceased graduates were removed and because the self-reported major was used rather than the institution-reported major. The 1978 survey figures were revised from estimates published in *New Teachers in the Job Market*, August 1980, to reflect the removal of names of graduates from institutions in outlying areas, graduates with foreign addresses, and deceased graduates.

The designation "newly qualified to teach" is assigned to those persons who meet both of the following criteria:

1. They first became eligible for a teaching license during the period July 1, 1979, to June 30, 1980 (July 1, 1976, to June 30, 1977, for the 1978 survey); or they were not certified or eligible for a teaching license, but were teaching at the time of the survey.
2. They never held full-time, regular teaching positions (as opposed to substitute positions) prior to completing the requirements for the degree that brought them into the survey.

For more information consult the source documents below from which this description was condensed.

SOURCES: National Center for Education Statistics, *The Condition of Education 1983 Edition*, p. 231–232
Crane, Jane L., *New Teachers in the Job Market: 1981 Update*, p. vi, p.3

SURVEY OF TEACHER DEMAND AND SHORTAGES

Used in: Table 1.6
Chart 1.6

The Survey of Teacher Demand and Shortages was a sample survey conducted by the National Center for Education Statistics (NCES) during the 1979–80 school year. Respondents were public school district administrators and administrators of other units, such as private schools and schools operated by State or intermediary agencies to provide vocational or special education. The figures are based on head counts (not full-time equivalents) of full-time and part-time teachers in the responding units. Questionnaires were mailed, with 1,273 of 1,448 public school districts and 793 of 875 other units returning survey forms to NCES.

Teachers were counted only in the teaching field or level in which they spent most of their teaching time. The exception was that any teacher engaged in bilingual or special education was counted in either of those areas regardless of time spent in other areas.

This information was condensed from National Center for Education Statistics, *The Condition of Education: 1982 Edition*, p. 233.

PRIVATE ORGANIZATIONS

ASCUS SURVEY

Used in: Tables 1.7, 1.8
Charts 1.7, 1.8a, 1.8b, 1.8c, 1.8d

The Executive Committee of the Association for School, College and University Staffing initiated its first survey in 1976. It was developed to obtain information about teacher supply/demand to be given to ASCUS members and to the public. The original survey was taken of the entire institutional and associate membership of ASCUS. In 1983, the three-page survey instrument, modified slightly from previous years, was forwarded to basically the same placement officers who had participated in recent surveys. Sixty-one of 67 responded in time for the *1984 ASCUS Teacher Supply/Demand Report*, which is used for the information found in this book.

For more information contact:

Janet Kerstein, ASCUS Executive Director
Box 4411
Madison, WI 53711

James N. Atkin, ASCUS Associate Director
Career Planning and Placement
Kansas State University
Manhattan, KS 66506

COLLEGE BOARD

Used in: Tables 3.3
Chart 3.3a, 3.3b

Scholastic Aptitude Test (SAT)

The College Board is a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,500 colleges, schools, school systems, and education associations. One test governed by the College Board is the national Scholastic Aptitude Test (SAT).

The Scholastic Aptitude Test is taken by more than 1 million college-bound seniors each year. Since 1973, students taking the SAT have been asked to choose from a list "the field that would be your first choice for your college curricululm." Data for 1973 and 1975 are based on a 10 percent random sample.

For further information contact:

The College Board
888 Seventh Avenue
New York, NY 10106

GALLUP POLL

Used in: Tables 4.4, 5.1
Charts 4.4, 5.1

The 15th Annual Gallup Poll of the Public Attitudes Toward the Public Schools

Phi Delta Kappan has been connected in some manner with the *Annual Gallup Poll of Public Attitudes Toward Public Schools* since the poll's beginning. For the 15th poll,

the Phi Delta Kappan assumed the entire financial burden as well as the administrative control that it began in 1981.

Personal, in-home interviews were conducted from May 13–22, 1983, to gather the information. The sample used consisted of 1,540 adults 18 years of age and older living in the United States, except for those persons in institutions such as prisons or hospitals. A random sample was replicated in all areas of the nation and in all types of communities. Interviewing was conducted at times when, in general, adults were most likely to be at home. Allowance for persons not at home was made by a "times-at-home" weighting procedure rather than by "callbacks." This procedure is a standard method for reducing the sample bias that would otherwise result from underrepresentation in the sample of persons who are difficult to find at home.

This information is from: *Phi Delta Kappan*, September 1983, p. 33–48. Besides this issue of the magazine, additional information can be obtained from Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402.

THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Used in: Tables 4.1, 5.2, 5.3, 5.4, 5.5, 5.6
Chart 5.2

The Mood of American Youth

The Mood of American Youth is a report of the survey of students in grades 7 through 12 sponsored and funded by The National Association of Secondary School Principals. In addition to reporting students' responses gathered during the spring of 1983 for the school year 1982–83, the report compares the 1983 responses with a survey of students conducted in 1974. One thousand five hundred students completed the 15-page survey instrument.

"The survey, based on a random sample by National Family Opinions, Inc., polled students selected from households that represent the national population in geographic distribution, population density, and family income. Quotas were established to ensure an appropriate representation of male and female respondents."

The largest portion of students responding to the survey, 87 percent, were enrolled in public schools. The rest attended private schools. Eleven percent of the students attend religiously affiliated private schools. Two percent attended nonsectarian private schools.

This information is from the forward to: National Association of Secondary School Principals, *The Mood of American Youth*, 1984, p. v.

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Table A1

Estimated percent participating in selected programs of the High School and Beyond Study

Subgroup	Estimated Percent	Standard Error of Estimated Percent	90-Percent Confidence Interval
All students or whites	10 (or 90)	0.3	9.5-10.5 (89.5-90.5)
	30 (or 70)	.4	29.3-30.7 (69.3-70.7)
	50	.5	49.2-50.8
Males or females	10 (or 90)	.4	9.4-10.6 (89.4-90.6)
	30 (or 70)	.6	29.0-31.0 (69.0-71.0)
	50	.6	49.0-50.0
Blacks	10 (or 90)	.7	8.8-11.2 (88.8-91.2)
	30 (or 70)	1.1	28.2-31.8 (68.2-71.8)
	50	1.2	48.1-51.9
Hispanics	10 (or 90)	.8	8.7-11.3 (88.7-91.3)
	30 (or 70)	1.2	28.0-32.0 (68.0-72.0)
	50	1.3	47.8-52.2

Table A2

Coefficients of variations for estimates of bachelor's recipients, from the 1978 Recent College Graduates Survey

Percentage of Graduates in Subgroup	Special and Vocational Education N = 31,800	All Education N = 133,500	Non-Education N = 764,300	Total N = 897,800
5	229	154	087	076
10	158	106	060	053
15	125	084	047	042
20	105	071	040	035
25	091	061	034	030
30	080	054	030	027
40	064	043	024	021
50	053	035	020	018
60	043	029	016	014
70	034	023	013	011
80	026	018	010	009
90	018	012	007	006
95	012	008	005	004

Table A3

Coefficients of variations for estimates of bachelor's recipients, from the 1983 Recent College Graduates Survey

Percentage of Graduates in Subgroup	Special and Vocational Education N = 31,900	All Education N = 117,200	Non-Education N = 788,500	Total N = 905,700
5	190	137	099	086
10	132	096	068	059
15	106	077	054	047
20	091	066	046	039
25	080	058	040	034
30	072	052	035	030
40	060	044	028	024
50	052	038	023	020
60	045	034	019	016
70	040	030	016	013
80	036	027	012	010
90	032	024	009	007
95	030	023	007	005
100	028	022	005	003

Table A4

Estimated number participating, from the Participation in Adult Education Survey

Estimate (in Thousands)	Standard Error	90-Percent-Confidence Interval
10	4.5	2.8 to 17.2
50	10.2	33.7 to 66.3
500	30	452 to 548
50,000	253	49,595 to 50,405

Table A5

Estimated percent participating, from the participation in Adult Education Survey

Estimate	Base of Percentage (in Thousands)	Standard Error	90-Percent-Confidence Interval
1 (or 99*)	50	2.4	0 to 4.8
	5,000	.2	0.67 to 1.3
10 (or 90*)	50	7.1	0 to 21.4
	5,000	.7	8.9 to 11.1
50	50	11.8	31.1 to 68.9
	5,000	1.2	48.1 to 51.9

*The confidence interval for the larger values can be found by taking the complement of that shown: e.g., for 99.1 would be 95.2 to 100.

Table A6

Recommended allowance for sampling error of a percentage in the annual survey of the Public's Attitudes Toward the Public Schools

Percentage	In Percentage Points (at 95 in 100 Confidence Level)						
	Sample Size						
	1,500	1,000	750	600	400	200	100
Percentages near 10	2	2	3	3	4	5	7
Percentages near 20	2	3	3	4	5	7	9
Percentages near 30	3	4	4	4	6	8	10
Percentages near 40	3	4	4	5	6	8	11
Percentages near 50	3	4	4	5	6	8	11
Percentages near 60	3	4	4	5	6	8	11
Percentages near 70	3	4	4	4	6	8	10
Percentages near 80	2	3	4	4	5	7	9
Percentages near 90	2	2	3	3	4	5	7

If comparisons are made across populations surveyed, the sampling variability shown in Table A7 should be considered.

Table A7

Recommended allowance for sampling error of the difference in the annual survey of the Public's Attitudes Toward the Public Schools

In Percentage Points
(at 95 in 100 Confidence Level)

Size of Sample	Percentages Near 20 or Percentages Near 80			
	750	600	400	200
750	5			
600	5	6		
400	6	6	7	
200	8	8	8	10

Size of Sample	Percentages Near 50			
	750	600	400	200
750	6			
600	7	7		
400	7	8	8	
200	10	10	10	12

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